

# All Saints CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	133321
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	364034
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	Melanie Knowles HMI

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>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Dufton
<b>Headteacher</b>	Susan Costa
<b>Date of previous school inspection</b>	12 February 2008
<b>School address</b>	Tylden Way Horsham RH12 5JB
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Thirteen lessons were observed, taught by seven teachers. Inspectors also carried out a learning walk to look at provision for pupils with special educational needs and/or disabilities and visited two small group support sessions. Meetings were held with senior and middle leaders, members of the governing body and pupils. Inspectors observed the school's work, and looked at relevant documentation including data on pupils' attainment, progress and attendance, evidence of the school's monitoring and lesson plans. Inspectors considered the 131 responses to the parental questionnaires issued during the inspection. They also analysed questionnaires completed by pupils in Key Stage 2 and members of staff.

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

- how well the school has addressed the issues from the previous inspection
- the current levels of attainment and rates of progress in mathematics
- the opportunities for cross-curricular learning in mathematics and information and communication technology (ICT) and planning for the topic-based curriculum
- how well leaders are managing the changes to staffing and maintaining the quality of provision.

## Information about the school

All Saints Church of England Primary School opened as a new school in 2001 with only 45 pupils in the Reception Year and Years 1 and 2. It has now grown to an average-size primary school. Most pupils are of White British heritage. The proportion of pupils eligible for free school meals is very small. The percentage of pupils from different ethnic backgrounds and those learning English as an additional language has risen over the last three years, but remains low. These pupils come mainly from western European backgrounds. The overall percentage of pupils with special educational needs and/or disabilities is very low, though the proportion of pupils with a statement of special educational needs is broadly average. There has been considerable change to the teaching staff over the last year with new subject leaders for mathematics and English, a new senior teacher and a new deputy headteacher now in post.

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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 that has continued to improve since the last inspection. There are several significant aspects of its performance that are now outstanding. The school's mission statement, 'Seeking God in all we do', underpins every aspect of its work, so that all members of the school community are valued, cared for and supported. The headteacher leads by strong example in this regard and one parent wrote 'Her strong sense of caring for all pupils is brilliant.' Pupils say that they feel safe at all times. The school is welcoming and has highly positive relationships with parents and carers. It works very effectively with external partners to enhance its provision.

The school's church foundation makes a significant contribution to the excellent spiritual, moral, social and cultural development of pupils. For example, the recent 'REspect' week enabled pupils to think deeply about the key values of Love, Hope and Peace and learn about them through Judaism and Islam, helping them to see the similarities between the faiths.

Pupils achieve well academically, particularly in English. Children in the Early Years Foundation Stage make a good start to school life and then continue to make good progress in all areas of their learning through Key Stage 1. In the upper part of the school, there have been variations in rates of progress between subjects. Although levels of attainment in mathematics at the end of Year 6 have been above average, achievement in mathematics has not been as strong as it has been for English in Key Stage 2.

The vast majority of teaching is securing good learning and progress for all pupils in mathematics and English. Lessons are well planned with clear objectives, though there are instances when activities do not meet the needs of different ability groups as well as they could.

The attendance, punctuality and behaviour of pupils are outstanding, reflecting pupils' high level of enjoyment of coming to school. Pupils work equally well together or independently. They develop a wide range of high-level skills, which they use innovatively and extremely well. These abilities prepare pupils exceptionally well for the future.

Since the last inspection the school has redesigned its curriculum so that subjects are linked and taught through topics or themes. The school calls this the 'Captivating Curriculum'; inspectors found that the curriculum is indeed providing truly memorable experiences for learners of all ages and is outstanding.

The headteacher has managed recent staff changes effectively and, with the support of the governing body, has recruited teachers who are well motivated and committed. However, staff who are new in post have yet to develop their skills and expertise fully to enable them to contribute as much as possible to sustaining school improvement. Nevertheless, the school has strong mechanisms to evaluate its effectiveness and senior

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leaders and managers have judged the overall effectiveness of the school accurately. Senior leaders and the governing body have a good understanding of what the school needs to do to improve further and have been successful in making improvements since the last inspection. The school has therefore demonstrated that it has good capacity for further improvement.

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

- Further raise achievement in mathematics to match the very high standards seen in English by:
  - ensuring that teachers refine the quality of support and challenge they provide during lessons so that the needs of all pupils are always met equally well
  - ensuring that learning is always put into a meaningful context and is more relevant and engaging to pupils, especially girls
  - embedding the use of assessment in mathematics more consistently across the school
  - ensuring that support provided by additional adults in mathematics lessons is of a consistently high quality.
- Develop the role of leaders and managers, particularly those new in post, to enable them to make a greater contribution to driving and embedding improvement by:
  - improving the quality of action planning so that the targets are focused on specific outcomes for learners and have appropriate actions and milestones
  - monitoring and evaluating the learning and progress made by different groups of pupils
  - making better use of the data to compare the progress made by different groups of learners.

## Outcomes for individuals and groups of pupils

**2**

Throughout the school, pupils enjoy their learning and achieve well. Work in lessons and in books shows that most pupils are making good progress in English, mathematics and science and that they take a pride in their achievements. However, the school has correctly identified that the girls are not making as much progress as the boys in mathematics. Pupils show that they can work purposefully on their own or in collaboration with others and they cooperate well on planning tasks and sharing resources. For example, in a Year 6 science lesson, pupils were working in groups of three to plan a scientific investigation and made decisions about who would carry out the test, use the data logger and record the results.

Pupils with special educational needs and/or disabilities make good progress and are well supported by learning support assistants. In most lessons, the teacher's well-matched questioning means these pupils are fully involved in whole-class sessions. At times, learning for these pupils is slowed, for example when they are not secure about the meaning of new or unfamiliar words or how to read or write them.

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Pupils have an excellent understanding of how to stay safe and are very aware of the risks posed by the internet. They have a good understanding of how to live healthy lives and engage in plenty of exercise at playtimes. Older pupils have been trained as 'mini- midday supervisors' and help to organise activities and games for their peers. Many pupils take part in after-school sporting activities. Pupils make a strong contribution to school life and the local community. The recently introduced Pupil Parliament, which has replaced the school council, is providing opportunities for more pupils to have a voice in decisions relating to their school. A good example was seen in the pupils' desire to help the school to become even more environmentally friendly by building a green house using recycled materials.

Attendance is consistently high and punctuality is very good. Little time is wasted in lessons and pupils settle quickly to their work. Pupils have opportunities to apply their well-developed ICT skills in practical, 'real-life' situations. Pupils in Years 5 and 6 create musical compositions using ICT and also create high-quality presentations about the work they have been doing, for example about the Second World War. The school also organises 'careers days' for older pupils which provide opportunities for them to meet with professionals from the world of work.

*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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>

<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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## How effective is the provision?

Observations of lessons confirmed the school's view that teaching is good. Teachers demonstrate good subject knowledge and have very positive relationships with their pupils. In the majority of sessions, there is good pace to the session, a clear focus on the learning intention and clear links with learning in other areas. Where this is not as strong, it is because teachers sometimes talk at length while pupils sit passively, especially during the introductory parts of lessons. In these sessions, teachers do not always check the learning and progress of pupils early enough and this, at times, slows the progress of lower- as well as higher-ability pupils. In some lessons, such as in mathematics, learning is often taught out of a cross-curricular context. However, the school has already recognised this as an area for development.

Planning throughout the school is detailed and the best is characterised by an imaginative use of resources ? including the interactive whiteboard, a good balance of teacher-directed and independent work and clear roles for teaching assistants so that they understand how they can support the learning of pupils and help them progress. Most planning does not identify new or unfamiliar vocabulary that needs to be reinforced or explicitly taught. As a result, in some lessons, including in mathematics, this key aspect of teaching is overlooked and at times slows the progress made by pupils who find aspects of reading and writing difficult.

Senior leaders now review pupils' progress each term and this is helping teachers to focus clearly on next steps in learning. Teachers make good use of progression statements to set targets for pupils in reading and writing, but this system is not being used in mathematics at present. Marking of written work is thorough and, at its best, informs pupils if they have met the learning intention of the lesson and gives good guidance on what they need to improve.

The new curriculum provides rich, linked learning experiences for most subjects. This helps to maximise learning opportunities and promotes high levels of creativity. The use of the outside area is exemplary: the whole school site is an outdoor classroom with a pond, class flower beds, a sensory garden, allotments and a new willow dome. One parent wrote, 'The captivating curriculum is superb and engages her each term, keeping her motivated and interested ? we learn a lot too.'

The school provides an excellent level of pastoral care and support for pupils. One parent who is new to the school wrote, 'Our children have been welcomed in and have been looked after and cared for. The school teaches wonderful values.' The school identifies pupils who may be vulnerable to underachievement quickly and puts appropriately targeted support in place so that needs are addressed early. It is clear that this tightly focused short-term support has often enabled pupils to catch up, especially with their reading and writing skills. The learning mentor is very effective in her work to support potentially vulnerable pupils so that they can be included fully in school life.

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*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has guided the school skilfully through a challenging period of staff changes so that morale has remained high and the school has continued to progress. Other school leaders, staff and governors all share her vision. However, new middle and senior leaders require support to develop their skills in analysing data, in improvement planning and in their monitoring of learning and progress to enable them to contribute fully to embedding and driving improvement in the school.

The school holds an annual self-evaluation meeting which is attended by governors and staff and is informed by reviews of data and surveys of pupils, parents and carers. This ensures that school improvement planning identifies and tackles the right priorities. The governing body has a high profile in the school and is increasingly involved in monitoring its work. It, together with school leaders, has good regard to the need to promote equality. As a result, the headteacher and deputy headteacher have introduced new systems to assist with the tracking and monitoring of the performance of different groups of pupils. However, the governing body has yet to ensure that it communicates to parents and carers the impact of key policies. There have been no incidents of racial discrimination and leaders and managers ensure that pupils learn to respect and value differences.

A wide range of effective provision is in place to promote community cohesion and this is supported well with the school's links with the local parish. There are particularly strong links in the local community and there has been some good work to improve pupils' understanding of national and global diversity. The school works in a well-established partnership with other local schools which enhances provision and supports continuous school improvement. School leaders and governors ensure that arrangements to keep pupils safe are good and are well understood by staff.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>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>1</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>2</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>

## Early Years Foundation Stage

Children join the Reception Year from at least six different nurseries. Their attainment on arrival is generally above the levels expected for their age. They make good progress overall and by the end of the year they attain higher levels in all the areas of learning than most children nationally. For the last couple of years, girls have attained higher in nearly all areas than boys. Currently, children are making the most progress in learning to link letters and sounds. The least amount of progress is in their mathematical development, particularly in relation to problem solving and their use of mathematical language.

The Early Years Foundation Stage is well led and managed. This has contributed to the recent improvements, such as the development of a more creative curriculum. As a result, children become excited about their learning and they engage enthusiastically with a range of adult-led and child-initiated activities such as: making puppets; role play; taking photographs; and writing lists of what they need for their show. However, at times, there are not enough activities to support and enhance the development of children's mathematical language. Additional adults make a valuable contribution to helping children with activities; however, they do not always contribute as well as they might to extend the children's learning. Children's experience in the Early Years Foundation Stage enables them to foster a love for learning and coming to school.

Welfare arrangements for children are fully in place and the progress made by every child is carefully assessed on a regular basis. However, the progress made by different groups of pupils has yet to be compared. Staff work well with parents and carers and this helps children to settle well. Links with the feeder nursery schools are underdeveloped and this reduces the amount of information staff receive about children prior to their arrival.

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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>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

## Views of parents and carers

The vast majority of parents and carers are happy with their children's experience at All Saints Church of England Primary School; believe that their children enjoy school and that the teaching is good. A very small minority express concerns about their children's progress and a few parents and carers believe that the school does not take enough account of their suggestions. Pupils say that they would like more information about their progress. The school is looking at ways that it can improve the way it shares information about progress.

Although most parents and carers feel the school deals well with unacceptable behaviour, there are a few who disagree. Inspectors saw good behaviour in almost all lessons and observed pupils behaving in a very considerate way towards adults and each other at break times. Pupils moved around the school in a calm and orderly way. A very large majority of pupils agreed that behaviour is good in school when they responded to their questionnaire.

Most parents and carers agree that the school is well led and managed and helps their children to have a healthy lifestyle. They also believe that the school helps them to support their children's learning. Particularly positive comments from parents and carers include how happy their children are at school, praise for the headteacher and the teachers and appreciation of the care their children receive.

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

Ofsted invited all the registered parents and carers of pupils registered at All Saints 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 131 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	63	46	35	1	1	1	1
The school keeps my child safe	94	72	33	25	1	1	2	2
My school informs me about my child's progress	34	26	89	68	7	5	0	0
My child is making enough progress at this school	48	37	73	56	9	7	0	0
The teaching is good at this school	66	50	62	47	3	2	0	0
The school helps me to support my child's learning	59	45	64	49	6	5	0	0
The school helps my child to have a healthy lifestyle	65	50	62	47	3	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)	43	33	78	60	3	2	0	0
The school meets my child's particular needs	45	34	76	58	5	4	1	1
The school deals effectively with unacceptable behaviour	44	34	78	60	6	5	2	2
The school takes account of my suggestions and concerns	36	27	85	65	6	5	2	2
The school is led and managed effectively	74	56	52	40	4	3	0	0
Overall, I am happy with my child's experience at this school	70	53	58	44	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 February 2011

Dear Pupils

**Inspection of All Saints Church of England Primary School, Horsham RH12 5JB**

Thank you for making the inspection team feel welcome when we visited your school recently. We were very interested in what you as well as your parents and carers had to say about the school. We agree that All Saints is a good school and that there are many things about your school that are excellent. We enjoyed watching you build the willow dome and were also very impressed by all your lovely art work displayed around the school. These are the main things we found to be best about your school.

- The staff at the school care for you extremely well and this helps you to feel very safe.
- The outstanding curriculum provides you with many memorable learning experiences and encourages the use of the outdoor learning areas.
- The way the school works with your parents, carers and other people makes an excellent contribution to your learning and well-being.
- The way that most of you behave is exemplary. You come to school when you are supposed to and arrive on time for your lessons. This helps to ensure you make the most of your education and also shows how much you enjoy coming to school.

You make good progress in English already and by the end of Year 6 standards are higher than in most schools. To help your school to become even better we have asked the school to do two main things. The staff at the school have been asked to help you all to make even better progress in mathematics so that you reach higher levels in this subject by the end of Year 6, especially girls. We have also asked the school to help staff with leadership and management responsibilities, particularly those who are new to the school, to become even better at helping the school to improve further.

We know you will continue to work hard and do your best, but do let your teachers know if at times the work they give you is either too hard or too easy.

Yours sincerely

Melanie Knowles

Her Majesty's Inspector (on behalf of the inspection team)

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