

# Stanbridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	109134
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	356479
<b>Inspection dates</b>	16–17 June 2011
<b>Reporting inspector</b>	David Edwards 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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Lott
<b>Headteacher</b>	Debbie Williams
<b>Date of previous school inspection</b>	17 June 2011
<b>School address</b>	Stanbridge Road Bristol BS16 6AL
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 18 lessons taught by 14 teachers. They met with the acting headteacher, the Chair of the Governing Body, a local authority representative, members of staff, and pupils. Inspectors observed the school's work and looked at a range of school policies, improvement plans, records of pupils' achievements and progress. They also analysed questionnaires completed by 92 parents and carers, 219 pupils and 17 staff.

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

- How effective the school has been in addressing and securing the necessary improvements identified at the time of the last inspection.
- The extent to which teaching challenges as well as supports pupils to secure and maintain better progress and achievement.
- How well the school is using challenging targets to help raise standards for all pupils and eliminate low attainment.
- Whether leaders and managers can demonstrate a strengthening and sustainable capacity for further improvement.

## Information about the school

This is a large primary school with 14 classes. Most pupils are of White British heritage with a small number from a range of minority ethnic groups. A few of these pupils are at the early stages of learning English. The proportion of pupils with special educational needs and those with disabilities is broadly average. The proportion of pupils who are known to be eligible for free school meals is below the national average. There have been significant changes to the leadership structure and leadership of the school since November 2010. An acting headteacher is in post and a governing body comprising of mainly new appointees, including a new Chair, is now in place.

**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?**

**4**

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

**4**

## Main findings

In accordance with section 13(3) of the education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Teaching overall is inadequate because it does not promote pupils' learning well-enough. Recent changes introduced by the acting headteacher have started to improve matters so that many lessons seen during the inspection were satisfactory. Some teaching remains inadequate and there is insufficient good teaching to address pupils' limited progress and low attainment. As a result, pupils do not acquire basic skills as quickly as they should and their overall achievement is inadequate. Teachers' expectations have been too low for too long and their individual performance management targets for improvement have not sufficiently focused on what they need to do to secure better progress and good achievement for pupils.

A number of aspects of the school's work are satisfactory. With the full support of the local authority, the acting headteacher has quickly won the respect of pupils, staff, governors and the overwhelming majority of parents and carers. She has successfully introduced changes to the way leaders and managers fulfil their responsibilities and are held to account. She has begun to drive forward these essential actions for change and improvement with the full support and commitment of staff and governors. The school has also improved its efforts to successfully engage more parents and carers in their children's learning. For example, systems to monitor and improve pupils' attendance are beginning to have a positive impact which has resulted in improved rates of attendance seen in the past few months. Consequently, attendance is now broadly in line with the national average. Safeguarding arrangements are effective with all staff appropriately trained with policies regularly updated.

Pupils say they feel safe in school and they appreciate the changes that have taken place in lessons since the acting headteacher took over. Pupils' behaviour is satisfactory and sometimes good, and pupils say they enjoy coming to school. However, a significant minority of pupils who returned questionnaires expressed concerns about behaviour. During the inspection, where teaching was weaker, pupils sometimes lost motivation and became inattentive. A small minority of pupils say they are unsure about how well they are progressing in their work. Pupils who have special educational needs and those with disabilities make inadequate progress relative to their starting points. Although teaching assistants are highly motivated and care effectively for those they support, they currently are not sufficiently well trained, managed or deployed to best effect. The revised curriculum meets the needs of individuals satisfactorily. However, opportunities are

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undeveloped, or missed altogether, in lessons to increase pupils' responsibility for their learning or to allow pupils time to reflect on their work.

The school's view of its effectiveness is too positive. Leaders have not tackled the underachievement and declining standards identified at the time of the last inspection well enough. Consequently, the quality of teaching and learning throughout the school and the level of challenge for older pupils and the more able remain a concern. Although systems for assessing pupils and monitoring their progress have been introduced, these changes have not had time to impact positively on pupils' attainment. Until recently, senior leaders have failed to evaluate performance information with sufficient rigour or urgency to accurately identify the impact of actions taken on areas requiring improvement. The governing body is now provided with more accurate evidence about the school's performance so that it can offer greater challenge and support to senior leaders. However, its longer-term contribution to shaping the strategic direction of the school has been limited. Recent positive changes to the school's leadership are not securely embedded and are overly reliant on the expertise of the acting headteacher. As a result, the school's capacity to improve is inadequate.

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

- Improve the quality of teaching and learning throughout the school by:
  - taking account of pupils' prior learning when planning lessons, in order to ensure work is challenging
  - providing lessons that engage and motivate pupils at all times so that their behaviour in lessons is consistently good
  - providing opportunities for pupils to work collaboratively together and take increasing responsibility for their learning
  - ensuring that pupils acquire a better understanding of the progress they are making in their work and what they need to do to improve
  - increasing opportunities for pupils to reflect and to comment on the marked work in their books.
- Improve systems for monitoring and improving the quality of teaching and learning by:
  - ensuring that teachers have sharply measurable targets for tracking the progress of all groups of pupils in English, mathematics and the wider curriculum
  - improving pupils' basic and wider skills throughout the curriculum.
- Improve leadership by:
  - ensuring the governing body receives and acts on timely and accurate information about the performance of the school
  - equipping governors and senior and middle leaders with skills that will enable them to challenge, support and fulfil their roles with greater effect
  - ensuring governors and senior and middle leaders play a more proactive role in developing and shaping the strategic direction of the school.

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## Outcomes for individuals and groups of pupils

**4**

Children start in the Early Years Foundation Stage with knowledge, understanding and skills that are generally in line with those expected for their age. They make satisfactory progress so by the time they enter Year 1 their attainment is average. By the end of Key Stage 1, attainment in reading, writing and mathematics is well below average, showing that progress has slowed in Years 1 and 2. This pattern continues throughout Years 3 to 6. Too many pupils make insufficient or inconsistent progress in English and mathematics. Consequently their achievement is inadequate.

Inspectors found some evidence where support for pupils with special educational needs and those with disabilities is beginning to have a positive impact on their progress, although initiatives are still too new for clear evidence of longer-term impact to be seen. In lessons, pupils are interested and motivated when teaching meets their needs. They work together well when given the chance. For example, in a Year 3 English lesson, the teacher's secure subject knowledge and creative use of text provided a good basis from which pupils worked together collaboratively and applied their good knowledge of grammar to draft a persuasive letter. However, far too many opportunities are lost, or not recognised at the planning stage, to maximise pupils' learning in lessons as a whole or from specific tasks. The inconsistent progress made by pupils in English and mathematics means their development of workplace skills to support their future economic well-being is inadequate.

Pupils say they feel safe in school and that most children play well together. Older pupils were able to tell the inspector, in detail, the strategies adopted by the school to deal with inappropriate behaviour. Pupils' knowledge about what constitutes a healthy diet and lifestyle is satisfactory. Opportunities for pupils to contribute to the wider community, while satisfactory, are comparatively limited.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
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>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</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

## How effective is the provision?

Teaching is inadequate because it fails to ensure that all groups of pupils are making at least satisfactory progress. There are marked inconsistencies across the school, most particularly in the communication between teachers about what pupils should be learning and their expectations of pupils' capabilities. The recent changes introduced to raise teachers' expectations have resulted in better teaching which is just beginning to improve pupils' progress. This, however, is not evident in all classes resulting in too few pupils achieving the higher levels they are capable of reaching. Where teaching is strongest, teachers' secure subject knowledge enables them to set high expectations and allow pupils to take an active part in their learning and demonstrate good levels of engagement in lessons. Where teaching is weaker, pupils lack opportunities within lessons to think for themselves, carry out investigations or solve problems. The good use of marking to guide pupils and help them understand how they could improve their work further is evident, especially in Year 6 pupils' work books, but this is not consistently applied throughout all classes. Pupils too frequently do not receive sufficient feedback during lessons or when work is marked to help them to know what they do well or how work can be improved. When teachers do give written feedback, pupils are not given opportunities to respond and thereby strengthen their understanding of how they could improve their work.

Recent changes have made the curriculum satisfactory because it takes account of pupils' interests and needs more effectively and offers a sound structure for continuity and

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progression in their learning. However, there are limited opportunities for pupils to practise their basic skills across the curriculum. A range of enrichment activities supports subject-specific learning and also contributes positively to other outcomes such as pupils adopting healthy lifestyles. The curriculum is designed satisfactorily to build on partnerships with external organisations such as the local museum, music services and sporting partnerships. However, the impact on pupils' learning is not monitored because evaluation is confined to checking the extent to which pupils' participate in activities rather than the learning which they acquire.

The pastoral care and support provided to pupils and their families are satisfactory and reflect the school's secure procedures for ensuring pupils feel safe in school. The school is effective in identifying the specific needs of those pupils whose circumstances make them potentially vulnerable and then putting provision in place that is tailor-made to meet those needs through for example, gardening and jewellery clubs and the newly introduced student welfare group.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<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>3</b>

## How effective are leadership and management?

The quality and effectiveness of leadership and management have declined since the previous inspection and are inadequate. Until recently, leaders and managers failed to tackle the inadequate teaching and the limited progress made by many pupils. Weak self-evaluation has provided insufficiently accurate information about the school's performance on which to base decisions about the future. Monitoring by the governing body has lacked rigour. While this is now improving, and governors are working closely with leaders to secure improvement, governance is inadequate because this work is recent and its impact is uncertain.

The acting headteacher, in the relatively short time she has been in post, has begun to take decisive and appropriate actions in order to address the long-standing underachievement evident throughout the school. She has a supportive team of senior and middle leaders who are starting to share her good understanding of what needs to be done. With intensive external support now being provided by the local authority and other external partners, this strategy has begun to raise teachers' expectations and ensure they take responsibility for improving pupils' learning and their rates of progress. However, these actions are not securely embedded and have not had sufficient time to bring about the necessary improvements across the school. Leaders and managers, some who are new to post and keen to improve, cannot convincingly demonstrate that they have the capacity to raise standards and improve pupils' progress further without external help. The

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effectiveness with which the school promotes equal opportunities and tackles discrimination is inadequate because academic outcomes are low, including for vulnerable and disadvantaged groups.

The school has a positive relationship with the majority of parents and carers who speak highly of the caring staff and the recently introduced strategies to improve communications. Safeguarding arrangements are satisfactory. All staff have received appropriate child protection training. The school makes a satisfactory contribution to community cohesion and has a convincing strategy in place to develop pupils' understanding of the diversity of modern British society.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Effective steps are being taken to improve this key stage. Partnerships with parents and carers have been strengthened to enable them to contribute more to their children's learning, for example, through improved opportunities to contribute to children's learning diaries. Children's welfare requirements are all met satisfactorily, safeguarding practices are thorough and all staff are suitably qualified. Outcomes for children, particularly in communication, language and literacy have improved this year and are now in line with national expectations so that the overall achievement of children is satisfactory.

Children feel safe in school and build secure relationships with adults which helps them to work together and take initiative for their own learning. Their behaviour is satisfactory but opportunities are sometimes missed to allow children to engage actively in whole group learning. Provision both indoors and outside has improved since the last inspection and there are plans in place to develop this further. However, child-initiated activities sometimes lack focus and so learning is not maximised. This is because adults miss opportunities when talking with children to challenge or consolidate their understanding.

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Leaders have rightly identified that further work needs to be done to ensure all areas of learning are promoted equally and to a high quality.

The new Early Years Foundation Stage leader is beginning to make a positive impact on improving the quality of learning so children have more opportunities to develop new skills and abilities. More recently, new communications with the governing body have been established to ensure governors can have an accurate understanding of the strengths and areas for improvement in order to provide greater support and direction.

*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

Most of the parents and carers who responded to the questionnaire believe their children enjoy school and are confident that the school keeps their children safe. Most are happy with their children's experiences at school. A few raised concerns about the amount of progress their children make. Parents and carers are very appreciative of the recent changes that have taken place within the leadership of the school. However, they are also very concerned about the uncertainty of leadership in the future and would like to be kept better informed about future leadership decisions. One parent summed up the views of the majority by writing, 'The current leadership team is excellent but I am concerned about the future when the acting headteacher leaves.' A small minority of parents and carers also have concerns regarding inconsistency in the quality of teaching and the related lack of progress their children are making in school. These matters are fully reported on in the text of the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Stanbridge 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 407 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	46	45	49	5	5	0	0
The school keeps my child safe	33	36	59	64	0	0	0	0
My school informs me about my child's progress	22	24	54	59	14	15	1	1
My child is making enough progress at this school	21	23	57	62	8	9	1	1
The teaching is good at this school	27	29	47	51	7	8	1	1
The school helps me to support my child's learning	25	27	56	61	9	10	2	2
The school helps my child to have a healthy lifestyle	31	34	56	61	4	4	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)	24	26	55	60	6	7	1	1
The school meets my child's particular needs	25	27	54	59	7	8	1	1
The school deals effectively with unacceptable behaviour	15	16	59	64	8	9	1	1
The school takes account of my suggestions and concerns	10	11	63	68	8	9	2	2
The school is led and managed effectively	21	23	48	52	10	11	4	4
Overall, I am happy with my child's experience at this school	31	34	50	54	5	5	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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

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

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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

## Common terminology used by inspectors

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

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



18 June 2011

Dear Pupils

**Inspection of Stanbridge Primary School, Bristol BS16 6AL**

Thank you for your warm welcome when we inspected your school recently. It was very helpful for us to see you working in lessons, talk to you about school and look at your work. I would like to share with you what we found.

We think there are things that your school does well. The children in the Early Years Foundation Stage make a satisfactory start to school life. All the adults in the school care for you and make sure you are safe. For many of you your attendance has improved and is now satisfactory. Well done and keep it up! Most of you like school and enjoy the extra activities and visits your teachers provide, such as going to museums and local places of historical interest. Your behaviour overall is satisfactory, and when lessons are particularly interesting it is good. Many of you know about the importance of eating healthily and taking regular exercise.

There are some things about your school that need to improve. Inspectors found that by the time you leave school in Year 6 many of you have not made enough progress. Your school needs extra support in order to improve. We have therefore placed your school in 'special measures'. This means that other inspectors will make regular visits to your school to see how well it is improving.

Here are some of the main things that need to be done.

- We have asked your teachers to use their knowledge of what you know already to plan more lessons that are challenging and exciting. We want them to help you work together and tell you clearly how well you are doing and how to improve.
- We would like the leaders, managers and governors to improve the way they check on how well the school is doing.

You can also help by continuing to attend regularly and working hard. Thank you again; it was a pleasure to meet you all.

Yours sincerely

David Edwards

Her Majesty's Inspector

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