

# St Edmund's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	102037
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	376660
<b>Inspection dates</b>	22–23 September 2011
<b>Reporting inspector</b>	Chris Grove

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>	436
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Peggy Okolo
<b>Headteacher</b>	Margaret Hanley
<b>Date of previous school inspection</b>	8 March 2007
<b>School address</b>	Hertford Road Edmonton London N9 7HJ
<b>Telephone number</b>	020 8807 2664
<b>Fax number</b>	020 8807 8877
<b>Email address</b>	school@st-edmunds.enfield.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	22–23 September 2011
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## Introduction

This inspection was carried out by four additional inspectors. They observed 18 lessons taught by 14 teachers. Meetings were held with groups of pupils, with members of the governing body and with staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 226 parents and carers, as well as those completed by 37 members of staff and 170 pupils.

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

- How high is current attainment, and how good is the current progress, of the different pupil groups.
- The quality of the outcomes in the Early Years Foundation Stage that result from the school's provision and from its leadership and management.
- The extent to which teaching provides good levels of challenge for the different groups of pupils, and the extent to which the use of assessment supports their learning and progress.
- How well the school promotes the strands of community cohesion, especially at the national and international levels.

## Information about the school

St Edmund's Catholic Primary is larger than the average primary school. Pupils come from a wide range of ethnic backgrounds, of which the largest group is of Black or Black British–African heritage. For a majority of pupils, English is spoken as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The number of pupils with special educational needs and/or disabilities, principally speech, language and communication needs, is broadly average. The Early Years Foundation Stage provision consists of two Reception classes. There is a breakfast club which is managed by the governing body. Among the range of national accreditations which the school has gained are the Basic Skills Quality Mark, and the Healthy Schools and the International Schools (Intermediate) awards. A new headteacher was appointed from September 2010, and a new deputy headteacher from September 2011.

**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

St Edmund's Catholic Primary is a good school. It also has two outstanding features. The new headteacher has continued to foster the strong team spirit among the staff, with good support from the other senior leaders. Almost all members of staff who completed the questionnaire agreed that they are proud of the school, and most feel that their contribution is valued. This contributes strongly to the school's very positive ethos, which is praised by parents and carers. Nearly all those who took part in the survey agreed that their children enjoy school, and are happy with their children's experience. One delighted parent wrote that her child, 'loves coming to school, and her teachers care, love and support her learning. She works hard, and has a lot of fun too.' Another described her experience as 'brilliant' and commented that, 'The teachers are always professional and approachable. My daughter's educational needs are fully met and we are very pleased with her progress.' One member of the school's staff characterised the ethos well in recording that 'St Edmund's looks at the whole child. The school's motto "Love, Care, Share" is at the core with us all. We want the children to learn, grow, be safe and happy.'

The warm and inclusive atmosphere is well promoted by both teaching and support staff and is evident right across the school. Pupils develop trusting relationships with adults. Most parents and carers rightly judged that the school effectively meets the differing needs of individual pupils. Most members of staff and the great majority of pupils who completed a questionnaire also reflected the same view. The welfare needs of pupils, and especially any who may be vulnerable, are outstandingly well met, as a result of the strong focus on pastoral care. Pupils' attendance is high. Their behaviour is consistently good and sometimes outstanding. They are attentive and polite and are usually eager to participate in lessons. Pupils feel safe at school as almost every parent and carer who took part in the survey agreed.

Pupils' achievement is good. Children progress well in the Early Years Foundation Stage, particularly in their personal and social development and their language skills. Pupils maintain their good progress so that by the end of Year 6 attainment is above average overall, though higher in English than in mathematics. Almost twice as many pupils reach the highest standard in English as they do in mathematics. The school has rightly developed a calculation policy to ensure greater consistency in the teaching of mathematics but has yet to evaluate the policy's impact. Good progress results from successful teaching and from a curriculum that engages pupils' interest well. However, teachers' use of assessment is satisfactory rather than good. In part, this is because teachers do not consistently ensure that a broad range of pupils

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respond to their questions. Furthermore, target-setting arrangements for pupils in mathematics and writing, and the marking of their work, do not sufficiently direct them towards the next steps in their learning.

The senior leadership team and members of the governing body are good at communicating ambition and drive for further improvement. In recent years, the school has successfully met challenging targets. Pupils' attainment in English has risen and rates of attendance have improved. The school makes very effective use of data to track the attainment and progress of whole year groups, and of boys, girls and those pupils who may be vulnerable. Leaders collaborate well to evaluate outcomes and provision. There are well-developed arrangements to monitor and develop the effectiveness of teaching through regular observations. Leaders also check the quality of teachers' planning and of pupils' work. This results in rigorous self-evaluation which informs whole-school improvement planning. In the light of these developments the school has a good capacity to sustain improvement.

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

- Raise pupils' attainment and accelerate their progress in mathematics by:
  - setting more consistently challenging tasks for all pupils, especially the most able
  - monitoring and evaluating the impact of the school's policy to support the consistent teaching of calculation.
  
- Improve teachers' use of assessment to support learning by:
  - using more effective techniques to ask questions of pupils in order to gauge the extent of their understanding
  - developing target-setting arrangements to ensure that teachers indicate more precisely to pupils the improvements necessary to reach higher levels of attainment
  - enhancing the marking of pupils' work in order to provide better feedback about, and the greater involvement of pupils in, what they need to do to improve.

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

**2**

Girls as well as boys achieve well and enjoy their time in school. When children enter the school, their knowledge and skills are generally below those of children of a similar age. One factor is the high proportion of pupils who are acquiring English as an additional language. Pupils make good progress in their learning so that by the end of Year 2, their attainment is broadly average, though higher in reading and writing than in mathematics. Their good progress continues throughout the school. Pupils who speak English as an additional language, or who have special educational needs and/or disabilities, also progress well because teaching assistants offer them good support. In a well-organised lesson in mathematics, pupils in Year 6 applied themselves eagerly and made good progress in learning how to answer 'tricky'

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problems in mental mathematics. Pupils learned well, because of the lively pace, and the clear focus on working out and evaluating different strategies to tackle the problems that the teacher posed. They enjoyed the challenge of explaining their chosen strategies.

Pupils are well behaved around the school, in assembly and in the playground. They behave sensibly in lessons and are attentive to teachers. They cooperate well when given opportunities to do so. Pupils' overall spiritual, moral, social and cultural development is good, as a result of the rich curriculum. Their spiritual and moral development, in particular, is well supported by the religious ethos of the school. Most pupils adopt a healthy lifestyle. They participate well in a wide range of after-school physical activities and enjoy the two hours per week of physical education and games which the school offers. Healthy school lunches provide pupils with balanced meals and more than one third of pupils take up this option. The Healthy Schools award is testimony to pupils' good understanding of healthy living. The popular breakfast club provides a healthy start to the day for those who attend and offers them good opportunities for positive social contact.

Pupils make good contributions to the school and to the wider community, notably through charity fund-raising. Older pupils also act as playground buddies to younger pupils. However, there are fewer opportunities for younger pupils to begin to exercise greater responsibility. Pupils develop good speaking, listening and social skills, although their opportunities to acquire enterprise capabilities are more limited. Together with their above average attainment in literacy and numeracy, this means that they are well prepared for the next stage of their education.

*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>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 contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1

<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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**The extent of pupils' spiritual, moral, social and cultural development**

**2**

### How effective is the provision?

The good climate for learning is reflected in the strong relationships between pupils and teachers. Teaching is well planned with clear objectives, so that learning is purposeful. Teachers set a good pace for learning and make good use of time. Where teachers ensure a good match of tasks to the different groups, all pupils are effectively challenged. However, when teaching is less secure, as in some mathematics lessons, the challenge for pupils, particularly for the most able, is not always sufficient to ensure their good progress. Teaching assistants help to ensure that pupils who speak English as an additional language and those with special educational needs and/or disabilities make good progress. Teachers regularly mark pupils' work, offer praise and encouragement and set individual targets. They do not always give pupils sufficiently detailed advice about how to improve their work. Teachers regularly check pupils' progress in lessons, but do not make consistently good use of questioning to judge the extent of their understanding. For example, when only those pupils who put up their hands are invited to answer questions, teachers cannot assess in detail all pupils' understanding of new learning.

The curriculum has a strong emphasis on literacy and numeracy. Careful planning has ensured that pupils progress well in their literacy skills. The Basic Skills Quality Mark attests to the school's good focus on pupils' skills in literacy and numeracy. The curriculum also makes significant contributions to pupils' personal development. Good provision for art, drama and music provides well for pupils' enjoyment and for creative expression. Themed events, such as Arts Week and the Science Fair, and visits, for instance to Tate Modern and the Bury Theatre, offer pupils exciting experiences which extend their learning well. There is good participation in the well-developed programme of extra-curricular activities.

The arrangements to care for and support pupils, especially those whose circumstances may make them vulnerable, are exceptionally thorough. Provision is particularly well organised for pupils who are learning English as an additional language and for those with special educational needs and/or disabilities, and is supported by the school's extremely effective links with external agencies. The school's actions have improved attendance to high. The breakfast club serves healthy food and provides good facilities for those who attend.

*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	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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**The effectiveness of care, guidance and support**

**1**

## How effective are leadership and management?

The headteacher provides a clear sense of direction for the school. Other members of the senior team make important contributions, for example to arrangements to track pupils’ progress and to evaluate the impact of teaching. Members of the governing body have a good overview of the school’s many strengths and few weaknesses. They are effective in the role of ‘critical friends’ and in offering challenge, for example about the involvement of parents and carers in school, and through the performance management of the headteacher. School leaders are strongly committed to promoting equal opportunities and to tackling discrimination. Leaders have ensured good participation by pupils who may be vulnerable and this leads to good academic performance by all such groups. There is no evidence of any discrimination.

Community cohesion is promoted well. The school is inclusive and pupils from different backgrounds get on very well with one another. Effective contributions to cohesion are also made at the local level, not least through the links with the parish. The school has recently gained the International Schools award, in part because of the developing link with a school in Sierra Leone which provides pupils with good insights into life in a very different society. However, the school is aware that the promotion of cohesion at the national level is less well developed. The school’s systems meet all the requirements for safeguarding. Arrangements and procedures are thorough and are rigorously undertaken. Child protection, behaviour and e-safety policies are comprehensive. Up-to-date staff training in child protection and detailed risk assessments safeguard pupils effectively.

*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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>

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## Early Years Foundation Stage

Children’s good progress results from the school’s increased focus on the development of their speaking and listening skills, and on teaching the sounds of letters. Access to computer programs aids the development of their early writing skills. Children enter Year 1 with broadly average attainment in most areas, though it is lower in early mathematical skills. Their relationships with adults are very good, which contributes well to the development of their social skills. They behave well and settle quickly into daily routines. In the outdoor area, they soon learn to be independent and to use bikes and the climbing and balancing equipment safely and confidently. Their good understanding of healthy lifestyles is shown by their washing their hands before eating fruit at snack times.

A wide range of activities is well planned to stimulate children’s interest and to enable them to learn and explore. For example, some enjoyable music making included using percussion instruments and this experience was imaginatively linked to number rhymes. However, the purpose underlying some learning activities is not always made sufficiently explicit. The atmosphere is conducive to good learning. Designated and labelled learning areas, and accessible resources, enable children to make informed choices of activities. The outdoor area is well used to provide games. The active involvement of staff in children’s role play encourages the creative use of language. Adults also make good use of resources, such as a visual timetable, to aid children’s learning. Sessions on linking letters to sounds relate to the regular practice of writing activities, for example using simple sentences alongside illustrations. Teachers provide children with clear explanations, for example, about play rules or the practice of good hygiene. Assistants do much to ensure children’s safety. However, on occasions, they do not support children’s understanding and their language development to the extent that they could, by discussing their play activities with them. Children benefit from the purpose-built accommodation and the improved quality of resources. Induction into the Early Years Foundation Stage is well organised and entails improved involvement with parents and carers, including home visits. Staff regularly take part in training, which includes the observation of good practice in other settings. Teaching and support staff cooperate well to provide worthwhile experiences for children.

*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

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## **Views of parents and carers**

The rate of return of completed questionnaires was above average. Almost all parents and carers feel the school keeps their children safe, and most think that the school promotes a healthy lifestyle. Most also believe that the quality of teaching is good. Almost all feel well informed about their children's progress. Most judge that the school meets their children's needs and think that their children are making enough progress. Most parents and carers also consider that the school deals effectively with unacceptable behaviour and that the school is well-led and managed. Inspectors endorse all of these positive views.

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

Ofsted invited all the registered parents and carers of pupils registered at St Edmund’s Catholic 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 226 completed questionnaires by the end of the on-site inspection. In total, there are 436 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	158	70	63	28	2	1	2	1
The school keeps my child safe	161	71	64	28	0	0	1	0
The school informs me about my child’s progress	140	62	79	35	1	0	4	2
My child is making enough progress at this school	114	50	97	43	9	4	2	1
The teaching is good at this school	134	59	84	37	2	1	1	0
The school helps me to support my child’s learning	115	51	94	42	6	3	3	1
The school helps my child to have a healthy lifestyle	92	41	123	54	3	1	3	1
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)	17	47	97	43	3	1	1	0
The school meets my child’s particular needs	103	46	111	49	5	2	1	0
The school deals effectively with unacceptable behaviour	114	50	97	43	7	1	2	1
The school takes account of my suggestions and concerns	76	34	130	58	5	3	1	0
The school is led and managed effectively	123	54	96	42	3	2	1	0
Overall, I am happy with my child’s experience at this school	132	58	89	39	0	0	3	1

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.**

26 September 2011

Dear Pupils



**Inspection of St Edmund's Catholic Primary School, Edmonton N9 7HJ**

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at breaktimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire. Inspectors judge that you go to a good school.

These are the main things that we found out about your school.

- Your school is welcoming and helps you to learn well.
- You enjoy school, and your behaviour at school is good.
- You have very good relationships with the adults who take excellent care of you.
- You feel very safe in school and have a good understanding of healthy lifestyles.
- You make good contributions within your school and the wider community.
- The teaching and the curriculum in your school are good.
- Your attendance has reached a high level.
- You participate well in the good range of extra-curricular clubs.
- Your achievement is good. You make good progress, so that by the end of Year 6, your attainment is above average, though better in English than mathematics.
- The headteacher and the other leaders know how to improve your school.
- Almost all your parents and carers are happy with your experience at school.

We have also asked the headteacher and the governing body to help the school to become even better by:

- improving your attainment and progress in mathematics by making sure that tasks are better matched to your different abilities, especially for the more able pupils, and by checking that the school policy to teach calculation is being used well
- helping you to understand more about what you can do to improve your writing and your mathematics work, by making sure that marking and target setting help you to reach higher levels. We have also asked them to make sure that all the teachers ask pupils questions to check their understanding of new learning.

You can help by continuing to work hard so that the school can improve even more. We wish you every success in the future.

Yours sincerely

Chris Grove  
Lead inspector

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