

All Saints School

School Road, Lessingham, Stalham, Norwich, Norfolk NR12 0DJ

Inspection dates

22–24 November 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and proprietors have not ensured the safety of pupils at the school. Aspects of the site's security and accommodation, as well as systems for assessing risk and the suitability of staff, give considerable cause for concern.
- Vulnerable children are at risk because the school's systems for recording issues of concern are disorganised.
- Leadership at all levels is weak. The school has no effective systems in place for monitoring, evaluating or reviewing its effectiveness.
- Staff do not have up-to-date job descriptions so it is not clear what they are expected to do or how they will be held to account for their performance.
- Whole-school documentation relating to pupils' progress and what they are expected to study is lacking in detail.
- The proprietors have not ensured that all of the independent school standards are met. Consequently, the school's overall effectiveness has declined over time due to weak governance.
- Poor management of teaching and the curriculum mean that appropriate training has not always been identified for individual members of staff. Subject documentation lacks detail.
- Many school policies have not been reviewed and are out of date.
- The school's admissions register does not meet requirements.
- The medical room is unsuitable.
- The school does not have a statutory accessibility plan in place to ensure that pupils who have special educational needs and/or disabilities have full access to the curriculum.

The school has the following strengths

- The quality of teaching is good. Individual teachers assess pupils' achievement well. Pupils make good progress from their individual starting points, including those who have special educational needs and/or disabilities.
- Pupils behave well and say they feel safe. The school's small size means that pupils are known as individuals. Relationships between teachers and pupils are strong.
- The school's curriculum is broad and balanced.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Urgently address the weaknesses in the school's systems for ensuring pupils' safety and well-being by:
 - making sure that all the necessary checks are carried out for existing staff and potential staff including identity checks, references, medical checks, prohibition from teaching checks and the right to work in the United Kingdom
 - making sure that the school's single central record of recruitment checks is compliant with current requirements
 - making sure that child protection records are well maintained, including a chronological order of events, actions taken and any resolution
 - producing a suitable health and safety policy and making sure it is implemented
 - producing high-quality risk assessments for any activity which might compromise pupils' safety
 - making the school site fully secure
 - making sure the windows on the first floor are safe
 - establishing a medical room with a washing facility and which is close to a toilet
 - maintaining an admission register which is compliant with current requirements.
- Improve leadership, management and governance and ensure compliance with all of the independent school standards by:
 - establishing clear systems for monitoring, evaluating and reviewing the work of the school, including frequent and regular tracking of pupils' progress
 - ensuring that all members of staff have detailed job descriptions so that they know what they are expected to do
 - making sure that any self-evaluation document is evaluative and based on evidence
 - producing a strategic school improvement plan which sets clear goals, identifies responsibilities and identifies how success will be measured
 - producing an accessibility plan
 - updating the schemes of work
 - reviewing school policies more regularly
 - establishing a performance management system so that staff can be held to account for their contribution to school improvement, and ensuring that any training matches teachers' individual needs
 - identifying a clear role for the two proprietors in order to provide an appropriate degree of challenge and support.

The school must meet the following independent school standards

- The proprietors must ensure that:
 - a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively;
 - the written policy, plans and schemes of work [takes] into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care (EHC) plan (paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)).
- The proprietors must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a), 7(b)).
- The proprietors must ensure that relevant health and safety laws are complied with by the drawing up and implementation of a written health and safety policy (paragraph 11).
- The proprietors must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietors must ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a), 16(b)).
- The proprietors must ensure that, for staff employed at the school:
 - no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and
 - appropriate checks are carried out to confirm in respect of each such person the person's identity and the person's medical fitness (paragraph 18(2), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii)).
- The proprietors must ensure that an individual ("MB"), not being the chair of the school, who is a member of a body of persons corporate or unincorporated named as the proprietor of the school in the register or in an application to enter the school in the register:
 - is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
 - does not carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; subject to sub-paragraphs (7) to (8), the chair of the school must make the following checks relating to MB, checks confirming MB's identity and MB's right to work in the United Kingdom

(paragraph 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(ii)).

- The proprietors must keep a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question. The information referred to in this sub-paragraph is in relation to each member of staff ("S") appointed on or after 1st May 2007, whether S's identity was checked; a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction; checks were made to ensure, where appropriate, that S had the relevant qualifications (paragraph 21(1), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(iii), 21(3)(a)(iv)).
- The proprietors must ensure that:
 - suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination and treatment of pupils;
 - accommodation for the short-term care of sick and injured pupils includes a washing facility and is near to a toilet facility; and
 - where a school caters for pupils with complex needs, additional medical accommodation caters for those needs
 (paragraph 24(1), 24(1)(a), 24(1)(b), 24(1)(c)).
- The proprietor must ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- The proprietors must ensure that the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate to include:
 - the school's address and telephone number and the name of the headteacher;
 - where the proprietor is a body of persons, the address and telephone number of its registered or principal office;
 - where there is a governing body, the name and address for correspondence of its chair;
 - particulars of the school's policy and arrangements for admissions, misbehaviour and exclusions;
 - particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
 - particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13; and
 - details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year (paragraph 32(1), 32(1)(a), 32(1)(b), 32(2), 32(2)(a), 32(2)(b)(ii), 32(2)(c), 32(3), 32(3)(a), 32(3)(b), 32(3)(d), 32(3)(f)).
- The proprietors must ensure that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which allows for a parent to attend and be accompanied at a panel hearing if they wish (paragraph 33 and 33(h)).
- The proprietors must ensure that persons with leadership and management

responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently, and actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

The proprietors must ensure that arrangements are made to meet the requirements of schedule 10 of the Equality Act 2010.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and proprietors have allowed the school's overall effectiveness to decline since the previous inspection. Several changes at senior leadership level over a short period of time have contributed to this deterioration.
- Systems for evaluating the school's effectiveness are poor. The school's self-evaluation summary document is too anecdotal and lacking in depth and analysis.
- There is currently no school improvement plan. This, coupled with a lack of any accurate form of self-evaluation, means that there is no strategic planning for school improvement. Additionally, leaders and proprietors do not demonstrate a clear understanding of the independent school standards. Consequently, a number of them are unmet.
- The lack of any up-to-date job descriptions, including for the headteacher and middle leaders, means that responsibilities are unclear and it is not possible to hold leaders to account for their performance. The proprietors have not acted quickly enough to put these systems in place.
- School policies are typically out of date and some are not being implemented effectively. For example, the health and safety policy has not been implemented well, which puts pupils at risk.
- The quality of risk assessments is poor, and the school was unable to produce these for some activities which would necessitate one having been drawn up.
- School leaders have not put in place an accessibility plan as required by Schedule 10 of the Equality Act 2010.
- Systems for tracking pupils' progress at whole-school level are not sufficiently refined. Although teachers routinely record pupils' achievements, these are not compiled centrally at regular intervals to give leaders an overall picture of how well different groups of pupils are achieving over time.
- Procedures for monitoring the quality of teaching are underdeveloped. Observations of teaching do not routinely inform training needs of individual teachers.
- The newly appointed headteacher has not received a proper induction into the role. Although able to articulate some of the intentions and plans to the inspectors, the headteacher has not been able to realise these due to being stretched with too many other responsibilities, such as teaching a large number of classes and training to become the special educational needs coordinator.
- The curriculum covers a suitably wide range of subjects. Leaders make effective use of alternative providers, including two local colleges, to provide subjects and courses that meet pupils' needs well. Schemes of work, which provide greater detail of what pupils will study, are often lacking in depth.
- There is a good range of clubs and activities which encourage pupils to socialise with each other and contribute to wider society. Pupils enjoy playing musical instruments and the orchestra performs throughout the year at public events.

- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of other people's faiths and beliefs. They are tolerant of other people's views. Their grasp of fundamental British values is strong and they are well prepared for living in modern democratic Britain.
- Responses to the staff questionnaire were positive and supportive of what the school is aiming to achieve. Staff know individual pupils well and take great pride in seeing them achieve.
- Parents and carers who responded to the online questionnaire expressed satisfaction with the quality of teaching in the school and the progress made by their children.
- Communications with parents and carers are strong. Parents have an opportunity to meet school staff in person at least three times a year to discuss their child's progress as well as to receive a detailed written report once a year.

Governance

- The arrangements for governance of the school are unclear. Since forming a limited company in September 2016, the two proprietors have had little impact. Systems for holding the school's leaders to account for their performance are not in place.
- The headteacher has not been provided with a job description so that performance can be evaluated and assessed.
- A few of the school's policies have been reviewed and updated, but many are behind schedule and out of date.
- The proprietors have not ensured that all pupils in the school are kept safe. Systems for safeguarding are not robust.

Safeguarding

- The arrangements for safeguarding are not effective.
- Inspectors found a number of procedural flaws in the management of safeguarding. For example, some of the necessary vetting checks for some staff had not taken place. Scrutiny of personnel files could not confirm whether identity and medical checks had been carried out, whether any teachers are prohibited from teaching, and if references had been sought for all staff appointed at the school.
- Files relating to child protection incidents are poorly maintained. They do not show the chronological sequence of events, actions taken, or provide details of any resolution.
- The school site is not as secure as it should be.
- The school has a suitable safeguarding policy published on its website and which is also available to parents as a hard copy on request.
- All staff have received up-to-date safeguarding training and have received and read the latest guidance 'Keeping children safe in education' (2016). Staff have also received training in the government's 'Prevent' duty to protect children from radicalisation and being drawn into terrorism.

Quality of teaching, learning and assessment

Good

- Despite the poor management of teaching, teachers achieve good outcomes due to the small class sizes and the quality of their planning. Teachers and support staff have a clear understanding of each pupil's needs and the associated barriers to learning. The majority of pupils have special educational needs and/or disabilities, and teachers use their good subject knowledge, together with information about their pupils, to plan teaching that is interesting and lively, and tailored to the needs of each pupil. Pupils engage quickly and enjoy their lessons, making at least good progress.
- Relationships between teachers and pupils are strong because teachers know their pupils' strengths and weaknesses. They provide freely of their time to establish trust and plan activities that build pupils' confidence, leading to good progress over time.
- Teachers check for pupils' understanding of what they are learning using a range of agreed strategies including good use of questioning, sharing their answers with a partner and peer assessment. All these strategies enable pupils to test out what they have learned, and to deepen their understanding and knowledge.
- Teachers give regular feedback using a range of agreed strategies that meet pupils' individual needs. Some pupils are given written guidance about how to improve their work, while some are told by adults. Teachers check pupils' work regularly. This helps pupils to think about their learning and to make further progress.
- Support staff know the pupils well and work in partnership with class teachers. They help pupils to understand the work rather than do it for them.
- Teachers develop pupils' reading skills well. Inspectors listened to pupils read and observed that pupils could choose appropriate strategies to help them pronounce new words. This showed clear development in pupils' confidence and broadening of their range of vocabulary.
- All pupils make good use of the opportunities offered to learn away from the school site. Pupils attend colleges, agricultural centres, and physical education providers or other provision that is appropriate to their needs and stage of development. Many of these activities push the boundaries sometimes caused by pupils' difficulties in showing independence, enabling them to work cooperatively with others and to take responsibility for their own actions.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because of the ineffective arrangements to safeguard pupils. The school's arrangements for safeguarding pupils do not meet statutory requirements, and risk assessments are not ensuring that all reasonable actions are taken to keep pupils safe.
- Windows on the first floor of the building in the French room can be opened fully, which means that pupils are potentially at risk.

- The medical room is unsuitable because it does not have a washing facility and is not near to a toilet.
- The school admissions register does not contain all of the necessary information.
- Many aspects of pupils' personal development are strong because staff manage pupils' anxieties, fears and frustrations well. Staff are quick to spot and celebrate the things that go well. Pupils' confidence and readiness to learn develop well as a result.
- A culture of mutual respect and tolerance permeates all aspects of school life, creating a harmonious and inclusive community. Pupils who met inspectors were proud of how all pupils are respected and treated as equal members in the community.
- Inspectors witnessed pupils in the junior school listening to their teacher reading them a newsletter about an orphaned pupil they sponsor in Kenya. They clearly empathised with his situation, and immediately came up with ideas to raise funds in order to build a new classroom at his school.
- Staff know how best to support pupils in their personal development. Pupils feel valued and say 'All Saints is a happy place to be.' Pupils enjoy school and appreciate the impact the high-quality extra-curricular activities have on their personal development. For example, pupils who have special educational needs and/or disabilities describe how learning the strict movements of the 'Kuk Sool Won' martial art have given them the resilience to persevere with overcoming dyslexia. Pupils typically start the school day with an organised walk in the local vicinity to encourage a healthy lifestyle.
- Staff liaise successfully with a range of agencies, including social care professionals, to make sure that pupils' medical, physical, emotional and social needs are met effectively.
- Pupils are well prepared for the next stage in their education or employment through detailed planning and well-established partnerships with post-16 providers. Staff involve pupils in the process and work hard to find placements that will suit the vast majority of pupils, including those who have special educational needs and/or disabilities.
- Pupils gain effective social and teamworking skills from the school's house system, which provides older pupils with leadership opportunities and all pupils with the opportunity to work in mixed-age teams to achieve a goal. For example, the annual inter-house swimming gala uses competition to create a sense of teamwork.
- Pupils have frequent opportunities through the curriculum, including trips and visits, to make choices and follow their individual interests. For example, one pupil receives additional curriculum time to study their heritage language in a one-to-one class.
- Pupils learn how to keep themselves safe in a variety of situations in personal, social, health and economic education. All pupils are taught how to stay safe online as well as learning about the dangers of cyber bullying and sexting. Pupils eloquently explained to inspectors their understanding of how to stay safe in a variety of situations.

Behaviour

- The behaviour of pupils is good. This is because staff are well trained and effective in meeting the needs of the vast majority of pupils who are looked after or who have special educational needs and/or disabilities.
- Pupils conduct themselves well around the school site and show self-discipline at break and lunchtimes. They move around the corridors calmly and promptly, demonstrating

high levels of punctuality.

- Pupils value their education and they enjoy coming to school. Pupils' overall attendance is in line with the national average, which is impressive given that many typically attended their previous school less regularly.
- Pupils whose attendance was a concern due to complex medical issues receive effective support. Consequently, persistent absence is below the national average. The staff's actions and care for children looked after and those who have special educational needs and/or disabilities ensure that the pupils' attendance exceeds the national average.
- Pupils say behaviour in lessons is good and that, where poor behaviour occurs, it is dealt with swiftly. From inspection evidence, most lessons are calm and purposeful because the learning activities and support for pupils are effective. Fixed-term exclusions are a rare occurrence.
- Pupils respect their learning environment. Displays are focused on learning, are well maintained and are attractive. Litter and graffiti are rarely seen.

Outcomes for pupils

Good

- Pupils achieve well and make good progress across a range of subjects from their different starting points. This is due to the good-quality teaching they experience, the small class sizes and the fact that teachers plan for pupils' individual needs well. Pupils perform particularly well in English, mathematics, science, geography and modern foreign languages.
- The few pupils in the junior school (key stage 2) make good progress where they are taught as one group. Inspectors' scrutiny of pupils' books confirms this good progress based on pupils' individual starting points and their individual needs.
- Pupils develop their writing and reading skills well in key stage 2, and inspectors saw some examples of well-produced longer pieces of writing across a number of subjects. Only in science was there an over-dependence on worksheets, which, although consolidating pupils' learning, limited their opportunities to write at length.
- Pupils in Year 7 are currently taught by an alternative provider at 'The Stables', which is run by Clover Childcare Services. These pupils make good progress because teachers have a good understanding of each pupil's abilities and specific needs. Pupils in Years 8 and 9 build on the good progress made in Year 7 and in key stage 2.
- Outcomes at key stage 4 have fluctuated over the past few years. However, the number of pupils who achieved five or more A* to C grades at GCSE, including English and mathematics, in 2016 was 33%. This represents good progress from their starting points. School leaders presented inspectors with a number of convincing individual case studies to contextualise the challenges pupils have encountered and overcome successfully during their school career.
- Pupils who follow courses at Great Yarmouth College and Easton & Otley College make good progress in their catering and animal-care courses. They attend regularly, and are accompanied by members of staff from the school.
- As around 80% of pupils at the school have special educational needs and/or disabilities and around 45% of these have a statement of special educational needs or an education,

health and care plan, the school, through its effective teaching, ensures the pupils make good progress.

- The 17% of pupils who are children looked after are well supported to achieve well at school. This is because the school has equally high expectations of these pupils and nurtures them well so that they believe in themselves and have high self-esteem.
- The school's most able pupils achieve well over time because the teachers target their particular needs well and present them with work which is sufficiently challenging in nature.
- Pupils enjoy reading. The most able pupils read with great fluency and expression. The school's least able pupils make effective use of skills and strategies learned when they were younger, such as phonics, to break up long words.

School details

Unique reference number	121250
DfE registration number	926/6140
Inspection number	10008571

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	54
Proprietor	All Saints (Lessingham) Limited
Chair	Judith Gardiner
Headteacher	Paul Wright
Annual fees (day pupils)	£3,600–£5,400
Telephone number	01692 582 083
Website	http://www.allsaintslessingham.co.uk
Email address	office@allsaintslessingham.co.uk
Date of previous inspection	8 October 2009

Information about this school

- All Saints is a privately owned day school in the village of Lessingham, near Stalham. The school was opened in 1987 and was previously inspected in October 2009. It is accommodated in a Victorian school building and the adjoining schoolhouse, both of which have extensions.
- The school aims to offer pupils 'a secure, safe place in which to develop and fulfil their individual potential' and to provide an 'excellent education which will challenge and develop pupils whatever their ability'.
- The school caters for pupils of all abilities, and has a significant proportion of pupils who have special educational needs and/or disabilities, including dyslexia or autism.

- A number of pupils are children looked after.
- The school has had several changes in headteacher over a short period of time. The current headteacher took up post in September 2016, and has been employed by the school for a number of years.
- Pupils in key stage 2 are taught as one group. Pupils in Year 7 are taught on a nearby site at 'The Stables', which is run by Clover Childcare Services.
- The school makes use of alternative providers including Clover Childcare Services, Great Yarmouth College and Easton & Otley College.

Information about this inspection

- This inspection was conducted with one day's notice.
- Inspectors observed learning across a range of year groups and subjects. Some of these observations were conducted jointly with the school's senior leaders. Inspectors also looked at a range of pupils' books to focus on progress made over time.
- Meetings were held with the headteacher, the head of the junior school and the head of English, managers, one of the two proprietors and two groups of pupils.
- Inspectors scrutinised the school's self-evaluation summary; policies; information on progress; records of the quality of teaching, learning and assessment, and information on pupils' behaviour and attendance.
- The school's records of the vetting of staff were also scrutinised.
- Inspectors considered 18 responses to Ofsted's online questionnaire, Parent View, and 14 responses to the staff questionnaire.

Inspection team

John Daniell, lead inspector

Her Majesty's Inspector

Simon Webb

Her Majesty's Inspector

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