



ST MARY'S VOLUNTARY CONTROLLED LOWER SCHOOL

Inspection report

**Better
education
and care**

Unique Reference Number 109606
LEA Bedfordshire

Inspection number 278224
Inspection dates 20 – 21 October 2005
Reporting inspector Ms R E Frith

This inspection was carried out under section 5 of the Education Act 2005.

Type of School	Primary	School address	Rook Tree Lane
School category	Voluntary Controlled		Stotfold
Age range of pupils	4 – 9 years		Hitchin
			HERTFORDSHIRE SG5 4DL
Gender of pupils	mixed	Telephone number	01462 730343
Number on roll	227	Fax number	01462 733419
Appropriate authority	The governing body	Chair of governors	Ms W Scarr
Date of previous inspection	16 - 19 October 2000	Headteacher	Mr C Phelps

Age group 4 – 9 years	Published November 2005	Reference no. 278224
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size voluntary controlled Church of England lower school situated in the village of Stotfold near Hitchin. Most children who attend come from the village of Stotfold and a few from other nearby villages and towns. The percentage of children receiving free school meals is well below average. Overall, children's attainment on entry is at least in line with that usually seen for children of that age and in some cases above. The percentage of pupils with special educational needs is below average. Nearly all children come from white British backgrounds. A few children have English as an additional language but do not require specialist language support. A club providing care outside of school hours is situated on the site, and a report on its effectiveness is attached.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

St Mary's is a good school with several outstanding features. Good improvements have been made since the last inspection and the school has the capacity to improve further. It gives good value for money. Children enter a nurturing environment where their pastoral care is paramount, as demonstrated through the before and after school care. Children make a good start in the reception year because they are keen to learn. By the time they enter Year 1, they at least reach the standard expected for their age and frequently achieve beyond that.

Teaching and learning are good throughout the school because children find the lessons interesting and work is usually well matched to the children's abilities. There is, however, a need for greater challenge in writing for the more capable children. Also, staff should focus more on ensuring that all children know what they need to do next in order to improve and reach their targets. Children's behaviour is outstanding and this, together with their exceptional attitudes, aids their learning. Children reach standards that are above the national average by the time they leave school. The quality of leadership and management is good and the headteacher has the confidence of children, parents, staff and governors. Areas for development are clear and areas of strength highlighted. These reflect the evidence gained through inspection and indicate a good system of school self-evaluation. Although satisfactory overall, the school development plan does not always clearly indicate the steps needed to improve the school further.

Grade: 2

What the school should do to improve further

- Provide sufficient opportunities for the more capable children to reach the higher levels in writing.
- Develop the work on target setting so children have a clearer idea of how they can improve their work and know how well they are doing.
- Improve the school development plan by clarifying the precise steps needed to achieve the school's priorities.

Achievement and standards

From broadly average starting points, children generally make good progress and achieve well. They settle quickly into school routines in the reception year and do well because of the effective teaching and support they receive. When they enter Year 1, most have at least reached the standards set for children of that age and some are working beyond that. By the time they reach the end of Year 2, standards in reading, writing and mathematics are above average. In 2004, standards in the Year 2 national tests for mathematics were exceptionally high because a good percentage of children reached a standard above that expected for their age. Staff have been particularly effective in raising standards in mathematics but recognise that more needs to be done to encourage children to reach the higher level in writing. Unpublished results for the 2005 national tests indicate a continuation of above average standards overall. Children in Years 3 and 4 continue to achieve well and reach above average standards for their age. Most children in the current Year 2 and Year 4 are being appropriately challenged and school information indicates that they are likely to meet the realistic targets set. Children with learning difficulties achieve well because staff support them effectively in lessons. Gifted and talented pupils receive work which challenges them and this results in them also achieving well, particularly in mathematics but less so in writing. Children whose home language is not English achieve as well as others in the class.

Grade: 2

Personal development and well-being

Children's personal development is outstanding. Their behaviour is exemplary because their moral and social development is excellent. They are very attentive in class and they play very well together at break times. Children talk about their school with great confidence and explain proudly to visitors the work and achievements of the school council. Their spiritual and cultural development is good.

Children know how to stay safe and be healthy because of the excellent way the school provides for their personal, social and health education. They play energetically at break times and enjoy a very wide range of after-school sports activities. They choose fruit for snacks and many choose salad with their school meal. They feel there is no real bad behaviour or bullying and if they feel worried, teachers and mid-day supervisors are always sympathetic. As one said, 'We're not perfect, so we do fall out sometimes'. The work of the school council helps them to understand how democratic organisations work and older children have jobs that help the smooth running of the school. These opportunities help them to become responsible young people and to realise the importance of their roles within the school community. Outstanding links are

furthered with the local and wider community as children take part in festivals, church events and concerts, and when they support charities. Children are well prepared for later life by learning basic skills in literacy, numeracy and ICT and by developing the social skills they need to get on with others. Children enjoy school and their attendance is well above average.

Grade 1

Quality of provision

Teaching and learning

Overall, the quality of teaching is good and this helps children to achieve well throughout their time in school. In the reception year, children settle very quickly because of the strong focus on developing their personal, social and emotional education, and they respond well to the very welcoming atmosphere. Children continue to do well throughout the rest of the school. Because of the exemplary behaviour, teachers are able to ensure the time available is used well to help pupils to make good progress. Teachers have developed very positive relationships with the children and know them well. In return, the children are eager to please their teachers and work hard. Although the way teachers assess children's work is good overall, they do not always make full use of the information to plan hard enough work in writing. Some teachers share targets with children, but this is not consistent, so that not all children are clear about what they need to do to improve.

In lessons that were satisfactory, nearly all the children worked well on appropriate tasks and enjoyed the activities but a few of the more capable children did not have hard enough work. In an outstanding lesson, all children were working very hard and enjoying the challenges set which developed their mathematical thinking and understanding of number. They were keen to do as well as they could and gained much satisfaction from discovering the answers to mathematical problems. Those who find learning difficult were given particularly good support so that they too achieved well. Throughout, the pace of the lesson was brisk and the teaching stimulating. Lessons in Years 1 to 4 are well organised to meet the needs of children in mixed-age classes and ensure that they progress well with their learning.

Grade: 2

Curriculum and other activities

The school provides a good curriculum for all children which fully meets the national requirements, stimulates learning and helps children to progress well. Staff in the reception classes have a good understanding of how young children learn and provide activities which stimulate the children's interests and help them to settle to their learning. Throughout the rest of the school, a wide range of additional activities enrich the formal curriculum, maintain the children's interests and help them to develop a greater understanding, for example, in history when they visit local places of historical interest or when they are visited by theatre groups. There is an exceptionally good range of successful clubs. These are well attended and provide opportunities for children to develop social skills in a less formal setting as well as encouraging healthy lifestyles through physical activity. The children's cultural awareness is enhanced well through a French club, art, dance and music activities. Visitors are warmly welcomed to share their knowledge and experiences with the children and their visits link well with curriculum priorities, for example, visits by authors and musicians.

Grade: 2

Care, guidance and support

The quality of care, guidance and support is good with some outstanding features. The before and after school provision is very well thought of by parents, and is reported separately at the end of this report. The school has secure arrangements for child protection and for ensuring the health and safety of children in school and on outings. Good supervision by mid-day supervisors ensures that lunch time is a peaceful and harmonious occasion. All staff are well aware of individual children's medical or other special needs. The school has clear systems for checking how well children are doing but staff need to ensure that children fully understand their targets and what they need to do to improve. The individual education plans of children who find learning difficult contain some clear measurable targets but a few are not specific enough. The very good links with neighbouring schools ensure children transfer with ease to the next stage of their education. Parents are overwhelmingly positive about how well the school cares for their children. One commented, 'St Mary's has achieved an environment where the children feel safe, happy and secure'.

Grade 2

Leadership and management

Leadership and management are good. The governors are very committed to the school and have a very good programme for the induction of new governors. They have all the required policies and procedures in place and fulfil all their statutory duties conscientiously. The school's process of self-evaluation is good. Governors work closely with the head teacher to gain an accurate view of how well the school is doing and its priorities for improvement. They are fully involved in school development planning and parents have also been asked to put forward their views to support this process. While the school development plan identifies the key priorities for further improvement some of the steps needed to achieve those targets should be more detailed.

The school has effective systems for checking how good teaching is. Teachers in charge of subjects know how well their subjects are doing because they check test results, the quality of lessons and the quality of children's work. Performance management systems are fully in place with targets linked to those in the school development plan. The school enjoys good quality accommodation and staff work very well together as a team. There are clear procedures for effective financial management and the budget difficulties it faced in the past have been resolved. The school has tackled the issues for improvement from the last inspection and is well placed to improve further. The headteacher is very popular with staff, governors, pupils and parents and has ensured that the school is a warm and welcoming place for children and adults alike.

Grade 2

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The <i>standards</i> ¹ reached by learners	2
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community.	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
The adequacy and suitability of staff to ensure that learners are protected	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy.	NA

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St Mary's V C Lower School
Rook Tree Lane
Stotfold
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Hertfordshire
SG5 4DL

24 October 2005

Dear Children

Thank you very much for making us feel welcome and for talking to us about your school. We think St Mary's is a good school with several excellent features. We particularly liked the following:

- Teachers give you interesting work which helps you to do well, particularly in reading and mathematics.
- There are lots of interesting clubs you like taking part in. You also like school trips, and visitors coming into school.
- You enjoy school a lot and are keen to do good work. Your attendance is excellent.
- Your behaviour is some of the best we have seen. You are kind to each other and you work and play together well.
- You have good opportunities to make decisions through the school council and work particularly well with the local community.
- Staff look after you exceptionally well and you feel safe in school.

Mr Phelps and the staff work hard to improve St Mary's and have agreed with us that the following things would make the school even better.

- Make sure that those children who are particularly good at writing have enough opportunities to do as well as they can.
- Find ways to make you aware of what you need to do to improve your work and achieve the targets that are set for you.
- Make sure that the plan for developing the school gives clear details of what needs to be done next.

Thank you once again and good luck in the future.

Ms R E Frith
Lead inspector



Better
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and care

St Mary's After School Hours Club

Inspection report for early years provision

Unique Reference Number	EY304819
Inspection date	20/10/2005
Childcare inspector	Kelly Eyre

Setting address	Early Years and Childcare Centre, St. Mary's Voluntary Lower School, Rook Tree Lane, Stotfold, Hitchin, Hertfordshire, SG5 4DL
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Telephone number 07971 354093
E-mail
Registered person St Mary's After School Hours Club

Type of inspection Care

Type of care Out of School care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Saint Mary's After School Hours Club is run by a working party advising the school governors. It was registered in April 2005 and is located in a single storey pre-fabricated building within the grounds of St Mary's Lower School in Stotfold, near Hitchin, Hertfordshire. There is one main room which is divided into separate areas according to activity. Children have access to secure outside play areas.

A maximum of 40 children may attend the club at any one time. It is open during school term-time and sessions are daily from 07:45 to 08:45 and from 15:00 to 18:00. The group also provides care during the school holidays. These sessions run daily during each school holiday and are from 07:45 to 18:00

There are currently 94 children aged from 4 to under 8 years on roll. The club serves children from this school and from the wider community. They are currently supporting children who have special educational needs and those who speak English as an additional language.

The club employs nine staff. Seven of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a comfortable, clean environment where there is plenty of space to offer a wide range of activities and play opportunities. They are cared for by staff who have an excellent knowledge and understanding of healthy lifestyles, passing this on to the children in an enthusiastic and practical manner so that they understand the relevance of this area. Children have a good understanding of the importance of personal hygiene, for example, washing their hands before snack time and after outdoor activities. They are offered healthy and nutritious snacks, including fresh fruit and vegetables, and hot snacks such as toast, spaghetti and noodles. They participate in a range of creative activities such as food tasting sessions, where they have further opportunities to learn about different foods, finding out which ones are healthy and how they affect their development.

Children enjoy an extensive range of physical activities which contribute to their good health. They develop control of their bodies and improve their physical skills and co-ordination as they participate in structured activities such as dance sessions, football and a variety of sports. The group also makes excellent use of the outdoor play areas, providing regular opportunities for children to use larger equipment, ride-on toys, balls and hoops and to make use of the playing fields for a wealth of structured and child-initiated games. All children are able to participate as staff have an excellent understanding of individual children, adapting activities to suit needs and working with children on particular skills so that they are able to practise and master these. Children are proud of their achievements and have high self-esteem. Their independence is consistently promoted and they have an exceptional understanding of their own needs, for example, serving snacks and helping themselves to drinks when needed.

Staff ensure that all relevant paperwork and records are in place. They have given this much thought and there are clear, practical policies and procedures which underpin all areas. They have developed excellent procedures for all issues such as the administration of medication, preparation of food, dealing with children who become ill and making sure that staff always have current first aid qualifications. These stringent, well-executed measures ensure that children's health can be promoted at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a welcoming environment where their work is creatively displayed and resources are well organised and easily accessible. Their safety is given a very high priority by experienced, trained staff who pay attention to all details and are consistently vigilant, supervising children at all times. All areas used by children are formally checked by staff, both before, during and after each session, enabling staff to identify any hazards and take immediate steps to remove or minimise these. Children have an excellent understanding about taking responsibility for their actions and keeping themselves and others safe. They are given clear and consistent explanations by staff and understand the importance of issues such as not running inside, using equipment safely and taking turns in order to prevent accidents.

Children independently select toys and activities from an extensive range of high quality resources. Staff frequently check these to ensure that they are clean and safe. They are given further guidance in this area in the club's comprehensive 'Equipment and Resources Policy'. Children's welfare is given a high priority as staff receive annual training, have a thorough understanding of child protection procedures, and can identify, report and follow up any concerns. Children are protected at all times as there are robust procedures ensuring the recruitment and employment of suitable staff and their ongoing suitability whilst employed by the group. There are also clear procedures regarding volunteers and visitors, ensuring that all adults coming into contact with the children are able to work appropriately and promote the safety of the group at all times.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time at the setting, both when attending the before and after school sessions and the holiday care scheme. They are very settled and exceptionally confident in choosing activities throughout the sessions. They relate very well to each other and respond to the sensitive support and interaction from the staff. Children's independence is promoted as they freely make choices about resources and activities. They play an active, dynamic role in this vibrant setting. There are regular 'children's meetings' which all children can attend. They talk about which activities they enjoyed, any issues concerning them and what activities they would like in the future, taking their own minutes and passing these on to staff. These then form the basis of all future planning. Children also make full use of the 'suggestion box' to add further ideas on an ongoing basis.

Children enjoy a wealth of stimulating activities that cover all areas of development, encouraging them to explore and learn about their environment. An example of this is a recent activity day attended by a nurse who talked with children and facilitated a range of innovative role play scenarios where children learned through play about dealing with emergency situations. They are aided in their learning by the highly

skilled staff who encourage children's understanding and build on their knowledge through appropriate planning, discussion and instruction. Children are able to relax and enjoy their time at the setting as there is a clear recognition that this is out of school hours care, with an emphasis on having fun. However, this is exceptionally well balanced with opportunities to participate in a wide range of activities to extend children's learning.

Children's overall development is consistently promoted because staff have an excellent understanding of child development and are able to ensure that all activities and play opportunities are appropriate and clearly reflect children's requests, interests and needs. The extensive range of activities includes jewellery-making, painting, ceramics, cooking, making mobiles and three-dimensional models, creative writing, board games, peg dolls, weaving, collages and time to complete homework. All children are offered appropriate challenge within the activities, and staff make excellent use of open questions to encourage them to think further. Staff are particularly attentive and know the children well. This ensures that activities are always adapted so that children are purposefully occupied and are able to participate meaningfully.

Helping children make a positive contribution

The provision is outstanding.

All children are equally welcomed and play a full and active part in the setting because staff value and respect their individuality. Staff have an excellent understanding of the importance of promoting equality of opportunity, ensuring that this theme runs through all areas. An example of this is the snack menu which contains a variety of foods such as naan bread, pitta bread and Chinese noodles. Children are offered an extensive range of opportunities which promote their understanding of society and increase their awareness of other cultures and ways of life. These include activities related to cultural celebrations and also a great involvement in the local and wider community. Children have created imaginative entries for the local arts and crafts festival, run an 'Antiques Roadshow' and participated in 'World Awareness Week'.

Children are kind and considerate to each other and to staff. Their behaviour is exemplary throughout the sessions as they choose their activities and competently organise turn-taking and sharing. They respond very well to the staff who are highly skilled and experienced in managing behaviour. Staff set consistent boundaries for the children and act as excellent role models, reinforcing positive behaviour. Children have worked out their own ground rules, producing these as posters displayed around the setting and referring to them as reminders throughout the sessions. Children who have special needs have their requirements clearly identified and each child has an individual development plan, agreed with parents and other professionals and reviewed regularly to set achievable targets and to ensure that children are fully included in the activities and routines.

Staff have an excellent working relationship with parents. There is a strong commitment to involving them fully in the setting and in their children's

development. Parents are kept very well informed of their children's progress and activities through regular newsletters and meetings with staff. There is a website and highly informative notice boards containing a wealth of information about a number of issues including current themes and activities, snack menus, benefits advice and health and safety. This positive approach ensures that parents' views are valued, standards are maintained and high quality care can be provided for each child.

Organisation

The organisation is outstanding.

The high quality of the provision means that the setting meets the needs of the range of children who attend extremely well. Children's care is greatly enhanced by the exceptional quality of organisation and the meticulous attention to detail in all areas. There is regular staff supervision, a thorough appraisal process and frequent monitoring of the setting's comprehensive policies and procedures.

Children's activities and play opportunities are enhanced by the clear organisation of space, allowing them the freedom to move safely from one activity to another and to determine their own play. Children's welfare, care and safety are consistently promoted through the staff's practical implementation of the setting's policies and procedures. There are robust procedures in place for checking that all staff are suitable and this is supported by an excellent induction process for new staff, ensuring that all are able to work appropriately with the children.

Children's overall welfare is promoted by the clear understanding that the manager and staff have of their roles and responsibilities. Staff are enthusiastic and highly motivated, attending additional training to increase their knowledge and further improve the care offered. All sessions are well-planned, with a balanced range of opportunities. Staff meet weekly to plan future work and have a clear development plan for the setting, ensuring that the needs of individual children are met and the development of all children is promoted.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints received by Ofsted. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

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