

# St. Peter's High School

## Inspection report

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<b>Unique Reference Number</b>	115214
<b>Local Authority</b>	Essex
<b>Inspection number</b>	338538
<b>Inspection dates</b>	4-5 November 2009
<b>Reporting inspector</b>	Mark Phillips HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11-18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	850
Of which, number on roll in the sixth form	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Elliott
<b>Headteacher</b>	Ms Joan Costello
<b>Date of previous school inspection</b>	8-9 March 2007
<b>School address</b>	Southminster Road Burnham-on-Crouch Essex CM0 8QB
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<b>Age group</b>	11-18
<b>Inspection date(s)</b>	4-5 November 2009
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors observed 33 lessons, in which students' work was scrutinised, and made shorter visits to eight lessons, a tutor period and an assembly. Two of the lesson observations were carried out jointly with the headteacher and one of the deputy headteachers. Inspectors held discussions with senior and middle leaders, a panel of governors and the school's improvement partner. They also met with panels of students from Key Stage 3, Key Stage 4, and the sixth form. Inspectors looked at achievement data, the school's systems for tracking students' progress, teachers' lesson plans, the local authority's action plan, and the National Challenge Raising Attainment Plan. They also considered records of exclusions, attendance, racist incidents and bullying, as well as the school's strategies for promoting, monitoring and evaluating equalities and community cohesion. In addition to the survey of parents' views, a sample of students completed a written questionnaire and a staff survey was also conducted. The headteacher helped the lead inspector to plan aspects of the inspection and observed the inspection team meetings where judgements were discussed and made.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How good is the progress made by students in their examinations, and how well does teaching help them to make good progress in lessons?
- How well do students behave, and what has the school done to improve students' attendance since the last inspection?
- How effectively does the school help students to learn about, and work in, the wider community?
- How effective is the sixth form, particularly as it is much smaller than average?
- How effectively have the school's leaders at all levels – including middle leaders and governors – managed the school since the last inspection, and how well placed is the school to make further improvements?

## Information about the school

St. Peter's High is an average-sized secondary school, although the sixth form is much smaller than is usually the case. It is the only secondary school in the immediate area; most students attend from Burnham-on-Crouch, Southminster, and other villages in the Dengie peninsula. Almost all students are from White British backgrounds and speak English as their first language. The proportion of students with special educational needs and/or disabilities is above average, but the proportion known to be eligible for free school meals is around half the national figure.

The present headteacher took up post in April 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

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

**4**

## Main findings

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

These are the main reasons why the overall effectiveness of St. Peter's High School is judged inadequate.

- Standards in the core subjects of English and mathematics are significantly and consistently lower than those of students in other schools nationally.
- Students of all abilities make insufficient progress, including those capable of reaching the highest grades and those with learning difficulties.
- The quality of teaching is inconsistent. While there is some notably good practice, too many lessons are inadequate.
- Students have poor experience and understanding of other ethnic and faith communities because the school does not plan appropriately for their cultural development.
- While the headteacher and school managers acted very quickly to address safeguarding discrepancies when these were identified by inspectors, the governing body has nonetheless failed in its duty to ensure that all legal requirements are met. Similarly, the governing body does not fulfil all of its statutory duties for the promotion of equalities or community cohesion.

Despite these weaknesses, there are some positive aspects to the outcomes achieved by students.

- Students show very good attitudes towards healthy living including their participation in sports and their enthusiasm for eating well.
- Students make good contributions to their local community, particularly through music and through charity fundraising.
- Attendance, which was judged unsatisfactory at the last inspection, is now satisfactory due to good leadership by an assistant headteacher and positive links with parents and outside agencies. Students' behaviour is also satisfactory.

The new headteacher has worked hard to improve the school environment and

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convey her ambition for the school's future. This is, quite rightly, acknowledged and welcomed by students, staff and parents. New management structures have been put into place but are not sufficiently established to help the school improve its performance. There are local authority and National Challenge action plans to raise the quality of students' education. However, these plans have yet to have a significant impact on standards of work, students' progress, or the quality of teaching across the school. The school provides inadequate value for money. While the headteacher is supported by some capable middle and senior leaders, there is not sufficient capacity across the school's management – at all levels, including governors - to bring about further, sustained improvements. Too many staff do not have high enough expectations of what students can achieve.

The importance of this school to its local community is demonstrated, for example, by the central role that the school's musicians, buildings, and 'Saint FM' play in the life of the town. Equally though, as the only secondary school in the locality, it has a crucial responsibility to provide its young people with the best possible foundation for their future studies and working lives, particularly in their basic literacy and numeracy skills and in their understanding of Britain as a diverse society. At present, it is not fulfilling this duty well enough.

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

- Raise students' achievement by:
  - improving examination results in English and mathematics so that they are at least in line with the national averages
  - demonstrating significant and consistent improvements in students' skills in reading and writing across the curriculum
  - targeting and achieving improvements for students of all abilities, including those capable of attaining the highest grades and those with special educational needs and/or disabilities.
- Eradicate inadequate teaching, ensuring that all lessons meet students' different learning needs by consistently providing interest and challenge for all.
- Ensure that the governing body fulfils its statutory duties relating to safeguarding and equalities, and the active promotion of community cohesion so that students have a good understanding and experience of different faiths, cultures, and what it means to live in a diverse society.
- Demonstrate capacity for further improvement through strong and consistent leadership throughout the school, including rigorous self-evaluation that leads to validated, sustained improvements in outcomes for all groups of students.

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

**4**

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When students join the school, their prior attainment varies from average to below average. The group of students that took GCSEs in 2009 were of average ability. The overall examination pass rate, including GCSE and BTEC subjects, was in line with the national figure. However, students underachieved significantly in English and mathematics. For the third year in succession, standards in these subjects were significantly low. Just over a quarter of students achieved five good GCSE passes including English and mathematics, compared with the school's target of over half of all students reaching this benchmark. [Results in vocational BTEC First Certificate and Diploma courses were in line with national standards in 2009. Standards were clearly above average in the music BTEC course. There are also some GCSE subjects such as design and technology and geography where students make better progress. However, overall achievement in academic GCSE subjects is inadequate, at all levels. In 2009, the proportion of students gaining the highest grades \(A\\* or A\) at GCSE was significantly lower than the national figure.](#)

It is clear that fragile literacy skills and low expectations of what students can achieve remain barriers to their progress across the curriculum. Similarly, while there are some strengths to students' preparation for their future lives, for example in their experience of work-related learning, poor application of basic skills restricts their options at the end of Year 11, including access to advanced sixth-form courses.

One outcome that was judged by inspectors as particularly strong was the positive attitudes that students have towards healthy living. They make good use of strong provision for physical education, both in lessons and in extra-curricular activities. The school plays a leading role in promoting healthy lifestyles through the 'Food for Life' programme and a good food technology curriculum. Improvements in the quality of food on offer in the school canteen have been met with much enthusiasm, as shown by an increase in the uptake of school meals. Another strength is the contribution made to the local community by many different groups of students. These efforts include charity fundraising and some very enterprising horticultural work which has been recognised by a Silver Gilt 'Anglia in Bloom' award. However, students' knowledge and understanding of the wider communities in which they live is inadequate.

Inspectors noted students' views that the school was a safe place and that they felt confident that any concerns they had would be listened to and dealt with properly by adults. This confidence is supported by the fact that the school deals swiftly and effectively with the relatively few reported incidents of bullying or racism that occur.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	4

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Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</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>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>4</b>

## How effective is the provision?

Some good teaching was observed by inspectors. In a textiles lesson, for example, the teacher had very good knowledge of students' differing abilities and set work accordingly to stretch and motivate them all. She was rewarded with outstanding behaviour and good progress from her students. However, lessons of this quality are infrequent. Too many teachers do not recognise that students have a variety of learning needs and all students are expected to complete the same tasks and work at the same pace, regardless of whether they find the work difficult or easy. [Consequently, in these lessons, limited learning takes place.](#) Inspectors witnessed no disruptive behaviour in or out of lessons and, indeed, were impressed with the high levels of respect and courtesy shown by many students. However, it was noticeable that, in lessons that lacked interest, students occasionally occupied themselves with social chatter because the work was not challenging or relevant.

There are stronger aspects to the curriculum, with a good range of vocational and academic pathways available in Key Stage 4. These courses are complemented by an extensive programme of extra-curricular opportunities and the school makes good use of external agencies and members of the community to widen this programme. However, there are also key aspects of the curriculum which have more limited impact. There is a revised scheme of work for citizenship but it is not securely embedded across the school and its consideration of Britain as a diverse society is barely satisfactory. [There is also an emerging cross-curricular literacy programme. Resources to support the development of literacy skills are placed in all curriculum areas, but, in practice, teachers and other adults do not challenge students' spelling, punctuation and grammar often enough.](#)

<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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There are some good features to the care and guidance offered to students. Students spoke very highly of their pastoral support managers and of the help given when they move from primary schools to St. Peter's. While the effectiveness of support for students with special educational needs and/or disabilities is weakened by the insufficient consideration given to these needs by teachers when planning lessons, good partnerships are in place with other agencies to support the personal development of the most vulnerable students. However, the overall effectiveness of care, guidance and support is inadequate because of deficiencies in safeguarding procedures.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account:	
The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

Since her appointment, the headteacher has acted decisively to reorganise the structure of middle management by placing more responsibility on subject leaders. There are systems to help senior leaders line-manage these departments but these, like the new mechanisms for tracking and monitoring students' progress, are too recent to have had any impact on outcomes. Furthermore, there remains considerable inconsistency at all levels of management. Some subject leaders give a clear lead for the quality of learning in their departments, resulting in the achievement of better examination results. In a few instances, inadequacies in teaching have been remedied by well-targeted programmes of support. However, the overall quality of teaching has not improved significantly since the last inspection. There are some key weaknesses in leadership, particularly in the core subjects. There is not a deep culture of reflective, rigorous self-evaluation, and, consequently, the school's view of itself is unrealistic. Governors, while serving the school loyally, do not have a good enough knowledge of their statutory responsibilities. In practice within the school's community, it is clear that equal respect is given to the rights of groups of students and staff from different backgrounds with equal opportunities for all. Nevertheless, the schools' policies require updating particularly in regard to publishing and evaluating the governing body's action plans for equalities.

Over the past year, the school has welcomed the support of the local authority and the National Challenge in putting together action plans to raise attainment. However, the impact of these initiatives is limited, as was shown by the 2009 examination results which, although showing improvements in some respects, were again

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significantly below expectations in important aspects.

*These are the grades for leadership and management*

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

## Sixth form

Students join the sixth form with significantly lower standards than those of other students nationally, particularly in basic skills. Standards in A-Level examinations are also low, representing broadly satisfactory progress. Students also have opportunities to retake GCSEs or study additional courses, some alongside Year 11 students which is a good use of the school's limited resources. Progress in these courses is also satisfactory. There are strengths in the development of employability skills such as working with others and economic and business understanding. Students feel safe and develop mature attitudes to their own and others' welfare, for example through the annual road safety day. They receive appropriate care and support from their mentors, and have good access to outside agencies when required. Attendance is satisfactory and students are punctual to lessons. They take responsibility and demonstrate leadership within the school community, for example in the organising of successful charity events, in leading assemblies, and in helping younger pupils in lessons.

Six sixth-form lessons were observed by inspectors. Teaching was good in four of these lessons, and satisfactory in the other two. The majority of students work well in class, although some lack the confidence to extend and improve their learning independently. In the best lessons, assessment is used effectively to help students to learn well and prepare them for the wider demands and expectations of work beyond school. However, this is not yet consistent across departments and courses.

Sixth form leaders have a clear understanding of the main strengths and weaknesses

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in provision. There have been some improvements in student outcomes in recent years. While the range of curriculum courses remains limited and some class sizes are small, for many students who wish to remain in the immediate local area, or are unable to travel beyond it, the sixth form provides opportunities to extend their education that they might otherwise not have. The sixth form gives broadly satisfactory value for money. *However, because the school has not taken appropriate measures to ensure that students are safeguarded, the leadership and management, and the overall effectiveness of the sixth form are judged to be inadequate.*

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>4</b>
Taking into account:	3
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	
Leadership and management of the sixth form	4

## Views of parents and carers

While the parents and carers who responded to the inspection questionnaire had mixed views about most aspects of the school's work, it was noticeable that all but one were satisfied that the school keeps their children safe. This view matches the views expressed by students, although this does not negate inspectors' findings about the school's failure to meet all safeguarding requirements. Inspectors also noted that the great majority of parents have confidence in the school's leadership, and the new headteacher in particular. Particularly positive comments were made about her vision for the school, although some parents are concerned about other aspects of leadership such as communications with home and improving the quality of teaching. Overall, while parents are generally supportive of and ambitious for their local community school, they recognise that there are key improvements that need to be made. *One parent wrote, 'I want to support the school and I have high expectations of the new headteacher. I want the school to move forward and wish my son to be part of the improvements. At the moment, though, I feel that there is a number of staff who have low expectations of the students, accept sub-standard work, and do not push students to extend themselves'.*

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

Ofsted invited all the registered parents and carers of pupils registered at St. Peter's High 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 850 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	19	55	69	9	11	0	0
The school keeps my child safe	16	20	62	78	1	1	0	0
The school informs me about my child's progress	7	9	45	56	16	20	4	5
My child is making enough progress at this school	11	14	47	59	13	16	1	1
The teaching is good at this school	10	13	40	50	13	16	1	1
The school helps me to support my child's learning	13	16	36	45	23	29	0	0
The school helps my child to have a healthy lifestyle	12	15	55	69	9	11	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	18	45	57	10	13	0	0
The school meets my child's particular needs	8	10	48	60	14	18	1	1
The school deals effectively with unacceptable behaviour	10	13	45	56	13	16	3	4
The school takes account of my suggestions and concerns	6	8	48	60	11	14	1	1
The school is led and managed effectively	12	15	48	60	5	6	1	1
Overall, I am happy with my child's experience at this school	11	14	51	64	12	15	1	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.



6 November 2009

Dear Students

### **Inspection of St. Peter's High School, Burnham on Crouch, CMO 8QB**

I am writing to let you know about the results of our recent inspection visit to your school. The full version of the report is being sent home to your parents and carers. The report contains information about the sixth form, which I encourage students in Years 12 and 13 to read. This letter is for students in Years 7 to 11.

During our inspection, there were several things that we were pleased to note including your good attitudes to healthy living and your satisfactory behaviour and attendance at school. Without exception, we were met with courtesy throughout our visit, and I thank you very much for that. We know that many of you make good contributions to the community in Burnham and we also know that your work is appreciated greatly by local people. We were disappointed, however, about the lack of opportunities that you have to work with and learn about people from different backgrounds to yourselves, particularly those with different beliefs or cultures.

You were pleased to tell us about the courses that you enjoy most at school, such as physical education, music and the vocational subjects. It is not surprising that your achievement is better in these areas. However, there are areas where standards are too low and you are not learning as quickly as you should. Crucially, your progress is too slow in English and mathematics. These subjects are vital to your chances of getting a good job or a place in further education. There is too much variation in the quality of your lessons, too. Ms Costello has a clear vision for improving the quality of your education, and you told us that you can see the ambition that she has for the school through the improvements that have been made to the building since she arrived. However we think that, in the immediate future, the school needs additional help to make sure that you get the chances that you deserve. The school has therefore been placed in 'special measures'. There are some important challenges for the school to meet, and inspectors will be visiting every term until those challenges have been achieved. You can play a very important part in this process by continuing to show positive attitudes to learning, attending regularly and, most importantly, taking particular care and pride with your written work. We wish you well with your future studies and we look forward to hearing how well you are doing.

Yours sincerely

Mark Phillips  
Her Majesty's Inspector

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