

8 December 2010

Mr J Martin
Acting Headteacher
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Lanark Road
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London
W9 1RB

Dear Mr Martin

Ofsted 2010–11 good practice survey: value for money in schools

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 17 November 2010 to look at how the school achieves good value for money.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included: interviews and discussion with senior managers, members of staff and governors; and scrutiny of documentation.

Features of good practice

- A rigorous and relentless approach is in place to establish a culture of high expectations for students and teachers and insisting that all students can achieve well.
- A highly personalised approach to curriculum and support allows curriculum options for Key Stage 4 to be planned each year in direct response to the needs of the particular year group. Staff respond flexibly to the need of varying their teaching each year.
- Effective deployment of new teachers through the Teach First scheme, and through trainee teacher programmes has improved teaching and learning. The school has capitalised on the energy, enthusiasm and ideas brought in by new teachers to challenge and enliven existing practice and share good practice between teachers.
- Expenditure previously associated with dealing with poor behaviour and exclusions has been successfully redirected to provide well-targeted, individual support for vulnerable or at risk students, enabling them to

complete their studies successfully and progress to further education, training or employment.

- Excellent use of strong business partnerships provides specifically targeted opportunities for individuals to support achievement and progression.
- All decisions about expenditure are focused clearly on the benefit for students and achieving the school's ambitious educational objectives. Managers evaluate impact through identifiable improvements across the school, as well as the impact of specific support or intervention for individuals or small groups of students.
- The bursar regularly compares the school's expenditure with others in the local authority to identify where, and why, there are any significant differences. This detailed analysis challenges senior leaders to think carefully about, and justify, how planned expenditure will help to meet the school's educational objectives and targets.

Areas for development

- There were no significant areas for development, but senior managers and governors are acutely aware of the challenges in continuing to secure good value for money as the school moves into new premises and through its planned period of growth in student numbers.

I hope that these observations are useful as you continue to develop the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Janet Mercer
Her Majesty's Inspector