

# Haberdashers' Aske's Knights Academy

Inspection report

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<b>Unique Reference Number</b>	135070
<b>Local Authority</b>	N/A
<b>Inspection number</b>	360684
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Patricia Metham 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>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1600
Of which, number on roll in the sixth form	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Glover
<b>Headteacher</b>	Andrew Day (Principal)
<b>Date of previous school inspection</b>	14 May 2008
<b>School address</b>	Launcelot Road Bromley BR1 5EB
<b>Telephone number</b>	0208 6981025
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Inspectors visited 47 lessons, observing 47 different teachers, and held meetings with the federation's chief executive and chief financial officer, members of the governing body, the chair of the parent and teacher association, staff and pupils. They evaluated pupils' attainment over three years, schemes of work, policies, the academy's development plan and minutes of governors' meetings. They considered 202 responses to the questionnaire sent to parents and carers, 150 responses to the pupils' questionnaire, including 72 from pupils in Key Stage 2, and 42 responses from staff.

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

- The impact of strategies being developed to raise standards, especially in core subjects.
- How effectively best practice in planning and teaching is being disseminated and embedded across all departments and each key stage.
- The impact of the academy's specialisms in sports and information and communication technology on outcomes for pupils.

## Information about the school

In January 2011, a neighbouring primary school was incorporated so that the academy now provides all-through education, from the Early Years Foundation Stage to the sixth form. The Haberdashers' Aske's Federation of three, all-through academies is led by the federation leadership team. This includes the chief education officer, the chief financial officer and the principals. The federation leadership team and the governing body have overall responsibility for the federation.

The proportion of pupils known to be eligible for free school meals is twice the national average. Over three-quarters of the pupils are from minority ethnic groups and approximately a sixth speak English as an additional language. These are both high proportions. The proportion of pupils with special educational needs and/or disabilities is broadly in line with national averages. The academy gained the Inclusion Quality Mark in January 2010 and the Investors in People award in February 2007. Its leading specialism is sport, with information and communication technology as a second specialism.

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

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

Two particularly bright strands run through the academy's good quality of education. The first is outstanding care, guidance and support that underpin the progress and well-being of individuals and bind this diverse community together. The second is the exceptionally enterprising and productive management of partnerships across the federation and the local community, often driven by the sports specialism. Together, they sustain an ambitious vision that every pupil should experience success and feel well prepared for future challenges. Benefiting from the impressive quality and range of expertise within the federation's governing body, the principal and senior leaders have a clear picture of strengths and areas for improvement. Recent initiatives, such as curriculum changes and more sharply focused use of information about pupils' progress, have had a perceptible impact across all key stages. This is reinforced by regular monitoring of teaching and learning and well directed professional development for teachers and teaching assistants. The safety and well-being of pupils and staff are at the heart of the academy's planning. Appropriate safeguarding procedures are in place and well understood at all levels. Accurate self-evaluation ensures that the academy's capacity for sustained improvement is good.

Outstanding governance and strong leadership are driving up standards; the percentage of students achieving five or more A\* to C GCSE grades, including English and mathematics, rose from 19% in 2008 to 41% in 2010. Persuasive in-school assessment and the results of GCSE modules already secured by this year's cohort indicate a further rise, to bring results broadly in line with national averages. Given these pupils' low attainment on entry into Key Stage 3, this represents good progress. Those with special educational needs and/or disabilities are well integrated within the mainstream and, with excellent support from teaching assistants, progress at a similar rate to others. Improvement is also clear in sixth form students' progress and attainment. Most teaching is good or better, some is outstanding, and it contributes significantly to this improving achievement. However, the quality of teaching is uneven, with management of a very small number of disruptive pupils occasionally presenting problems. The most able are not always fully challenged.

Pupils respond enthusiastically to the exceptional breadth and variety of opportunity. Attendance in the primary school and in Key Stages 3 and 4 is above average. Pupils feel safe and are confident that any problems will be promptly and sensitively resolved. They understand extremely well what constitutes a healthy lifestyle and take full advantage of team and individual sports and of activities such as dance. They also show unusual maturity in their response to the academy's focus on emotional as well as physical well-being. Their spiritual, moral, social and cultural development is good. Through prefect and mentor roles, the house system, the school council and team responsibilities, pupils across the age range make an outstanding contribution to the life of the academy and to the

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wider community. Most have a positive attitude to learning and behave well in and out of lessons. The distracting behaviour of a few pupils occasionally inhibits their own learning and that of others in the class. This occurs when teaching lacks pace and does not encourage active learning. In the primary school, pupils develop skills such as teamwork and practical problem-solving that will serve them well in the future. At secondary level, pupils extend these skills and make good use of work-related learning through the curriculum and work experience. An exceptionally well developed sense of community promotes equality of opportunity and esteem. Sports teams and performance groups travel widely, helping pupils gain an extremely well-informed appreciation of the diversity of culture in Britain and internationally.

The curriculum is outstanding and still evolving. It meets National Curriculum requirements and caters exceptionally well for pupils' diversity of ability and aspiration. Experiences offered in the primary school fuel pupils' curiosity and willingness to learn, and build up core skills such as writing and use of information and communication technology. At secondary level, the curriculum has the flexibility and breadth to meet individual needs extremely well. Enterprising and highly practical partnerships within the federation, with other schools and with local businesses most effectively extend pupils' academic and vocational options.

The ethos and expectations of the academy are summed up in its prompting of all pupils to 'Work hard! Be nice!'

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

- Build on recent improvements in attainment and accelerate progress by ensuring that:
  - all teaching matches the standards of the best in encouraging active and independent learning, with appropriate levels of challenge for pupils of all abilities
  - the behaviour of a few occasionally disruptive pupils is managed effectively so that neither their learning nor that of others is inhibited.

## Outcomes for individuals and groups of pupils

**2**

There has been a sustained upward trend in attainment, moving pupils from a low base to levels broadly in line with national averages. In the primary school, the most marked improvement has been in writing. In Key Stage 4 attainment by Black and Caribbean pupils is significantly higher than the national average, reflecting their positive response to teaching and their readiness to aim high. The attainment of girls and of pupils with special educational needs and/or disabilities is broadly in line. There are currently 22 pupils with statements of special educational needs in Key Stages 3 and 4, who benefit particularly from concentrated support for reading. Teachers and teaching assistants are well informed about the needs of their pupils and know how to help them develop stronger literacy skills. Pupils in all key stages make good progress. They respond constructively to teaching that gives them scope to be active and collaborative learners. In a Year 8 boys' drama class, for example, pupils worked in small groups to produce a series of tableaux that together conveyed the nightmare for Frankenstein of his creation's impact on other people. They were imaginative and thoughtful, sharing ideas and collaboratively solving practical problems. Also working in small groups, Year 7 girls rose with confidence and

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thoughtfulness to the challenge of identifying, analysing and illustrating key moments in the first two acts of 'Macbeth'. They then assessed each other's ideas with considerable astuteness. Those who speak English as an additional language progress at the same rate as their contemporaries, showing the positive impact of well-targeted support. Achievement overall is good.

Pupils speak of the academy as 'a warm environment' where they feel safe, develop a very healthy lifestyle and enjoy opportunities to make a significant difference by voicing their opinions and taking on responsibilities. They feel well prepared for life beyond school. Attendance is good. Most treat each other and adults with consideration and behave well; rates of exclusion have fallen significantly. However, in Key Stages 3 and 4, a few become noisy and restless in lessons when their concentration lapses and they cease to be actively engaged in learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

**How effective is the provision?**

Pupils' rising attainment and enjoyment of learning stem from teaching that is most often good or better. Shared strengths include: well structured planning matched to individuals' current levels; secure subject knowledge; a productive rapport with pupils; effective deployment of teaching assistants; confident use of modern technology; and good use of varied assessment methods to check and extend pupils' learning. Marking of written work combines encouragement with specific guidance. In the small number of less successful

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lessons, teachers limit pupils' scope for active and independent learning, do not manage the behaviour of the few disengaged and disruptive pupils, and miss opportunities to prompt more analytical and higher order thinking by the most able. Whereas pupils clearly enjoy group work, teachers do not always ensure that everyone makes a positive contribution.

Curriculum provision is outstanding. Primary pupils enjoy learning and class work is imaginatively complemented by trips and activities. In Key Stages 3 and 4, considerable care is taken to support individuals' interests and needs. Most subjects are set by ability and, in Key Stages 3 and 4, many are taught in single sex groups. This works well; approaches to teaching are adapted and curriculum choices made to suit each group's interests and style of learning. Opportunities such as Year 9 entry for functional English and BTEC science give pupils experience of success and encourage them to aim high. Options include traditionally academic subjects, such as modern languages and triple science, and a broad range of practical and vocational courses. Some of these are provided off-site and supported by the academy's extensive partnerships. The sports specialism makes an outstanding contribution.

The academy's dedicated pastoral team offers impressive care and support, working with external agencies whenever appropriate. The family liaison officer plays an important role in developing positive relationships with parents and carers who would otherwise find communication with the academy daunting. Steps are taken to ensure that vulnerable pupils and those from families with very limited resources are not excluded from any aspect of academy life. The very positive impact of this care, guidance and support is evident in pupils' good attendance and the falling exclusion rate.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

Governance is outstanding. An inclusive and ambitious vision is strongly promoted across the federation by the chief executive and the governing body. They are rigorous as well as supportive in monitoring the academy's effectiveness. They determine the overall strategies and budget, and are meticulous in meeting their statutory responsibilities, such as ensuring that equality and diversity are actively promoted. The academy's principal and its senior leaders successfully translate the federation's vision into carefully-planned and well-managed initiatives that drive improvement, and ensure that investment in resources and expertise brings good returns. Middle leaders are gaining in confidence and effectiveness, with clearly defined roles and accountability. Regular analysis of information about pupils' progress identifies where interventions are needed and evaluates their

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impact. Close monitoring of teaching and learning sets priorities for professional development. A recent and successful focus has been on assessment, both in lessons and in the marking of work. The proportion of teaching that is good or better has increased but, as senior leaders acknowledge, best practice is not yet consistently embedded. Considerable pains are taken to engage parents and carers, through support for the parent-teacher association, regular newsletters and curriculum-linked workshops. While attendance at consultation evenings is good, few parents and carers become more actively involved. The flexibility and inclusiveness of the curriculum, the work of pastoral teams and the academy's strong culture of mutual respect make equality of opportunity and esteem into a highly visible and important reality in this very diverse community. In addition, the layout and resources of the site ensure that everyone can access all elements of the academy's life.

Management of the sports specialism is outstanding, creating many and varied opportunities for pupils to develop individual and team skills and to enjoy considerable success locally, nationally and internationally. It makes a major contribution to the impressive network of partnerships that support pupils' learning and personal development. Together, these provide an engaging and highly effective medium through which pupils become aware of their place in a multi-cultural world. The academy itself is a diverse but highly cohesive community, encapsulating what it means to be part of multi-cultural Britain. Here it is far from being simply a concept. Largely through sports-related activities and links with local businesses, pupils gain first-hand knowledge of their neighbourhood and appreciate how they can contribute to it. Curriculum themes, especially in the humanities and English, create a framework for the first-hand experience many pupils gather from active links with countries such as South Africa.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Children enter the Nursery with very limited communication and language skills and make good progress. Good teaching of phonics (how letters in words relate to the sounds they represent) is successfully laying down secure foundations for reading and writing. Regular and detailed recording and assessment of individuals' progress shape teachers' planning. Children are given the scope and the confidence to become independent learners through adult-led activities and purposeful play, both indoors and outdoors. Teachers and teaching assistants have had child protection training. Risk assessments for all activities are thorough.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Sixth form

Sixth form students benefit greatly from partnership with another of the federation's academies. Attainment is rising; it is broadly in line with national averages this academic year, having been below average in 2008-9. Students, including those with special educational needs and/or disabilities, make good progress, especially in Year 12 vocational courses. Attendance is improving. Those completing their studies at the end of Year 12 go on successfully to further training, apprenticeships or employment. The increase in the proportion choosing to stay on into Year 13 reflects students' rising aspirations and their confidence that provision at the academy is well adapted to their needs. They develop independence and maturity; some provide extremely powerful evidence of ways in which their lives have been transformed by the direct intervention of their teachers and mentors.

Students are excellent ambassadors for the academy, especially through sport and as leaders in the local community. They are positive role models for younger pupils and make a significant contribution to the life of the academy as prefects, mentors, house officials and team leaders.

Leadership and management are good, showing enterprise and sensitivity in response to students' variety of expectation, need and ability. Students' academic progress and personal development are very carefully monitored and the response to signs of underachievement or loss of motivation is prompt and effective. Capacity for further improvement is good.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

Of the very small proportion of parents and carers responding to the inspection questionnaire, over four-fifths were happy with their children's experience at the academy and almost all were confident that their children were kept safe. Although a few felt that the academy was slow to take proper account of their questions and concerns, the great majority felt well informed about their children's progress. The most common concerns related to the management of behaviour and to aspects of leadership. Inspectors found some grounds for concerns about behaviour but not for reservations about the academy's leadership.

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

Ofsted invited all the registered parents and carers of pupils registered at Haberdashers' Aske's Knights Academy 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 202 completed questionnaires by the end of the on-site inspection. In total, there are 1600 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	34	110	54	18	9	5	2
The school keeps my child safe	62	31	126	62	12	6	1	0
My school informs me about my child's progress	63	31	110	54	25	12	3	1
My child is making enough progress at this school	40	20	126	62	27	13	4	2
The teaching is good at this school	44	22	122	60	19	9	6	3
The school helps me to support my child's learning	45	22	114	56	31	15	3	1
The school helps my child to have a healthy lifestyle	46	23	129	64	19	9	3	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	20	113	56	22	11	0	0
The school meets my child's particular needs	48	24	103	51	38	19	4	2
The school deals effectively with unacceptable behaviour	46	23	112	55	28	14	10	5
The school takes account of my suggestions and concerns	23	11	124	61	32	16	6	3
The school is led and managed effectively	35	17	118	58	21	10	9	4
Overall, I am happy with my child's experience at this school	60	30	104	51	25	12	5	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 April 2011

Dear pupils and students

**Inspection of Haberdashers' Aske's Knights Academy, Bromley, BR1 5EB**

Thank you for the cheerful courtesy with which you helped our inspection team to build up a fair and positive picture of Haberdashers' Aske's Knights Academy. We found that the academy is well led and managed and provides you with a good quality of education.

We agree with you and with many of your parents and carers that an impressive strength of the academy is the quality of the care, guidance and support always available to you. We were pleased to know that, on the whole, you enjoy the opportunities you are given both as part of the main curriculum and through the academy's impressive range of extra-curricular activities, especially sport. You benefit hugely from the sports and information and communication technology specialisms. They help in developing the curriculum and extending teachers' skills and give you the chance to extend your leadership and team-building skills through activities with local schools and even further afield - South Africa, for example. You make good progress and are steadily raising the standard of your work, largely because of good, and sometimes outstanding, teaching. However, a few of you in Key Stages 3 and 4 occasionally behave in a manner that gets in the way of your learning and that of others in your class.

To help Knights go from strength to strength, we have asked your principal to:

- raise attainment further and help you progress faster by ensuring that all teaching is as good as the best
- make sure that lessons are not disrupted by the behaviour of a small number of thoughtless pupils.

By taking full advantage of opportunities provided by the academy, you can make a real difference to your own progress and attainment. I wish you great success.

Yours sincerely

Patricia Metham

Her Majesty's Inspector

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