

# Quintin Kynaston Community Academy

## Inspection report

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<b>Unique Reference Number</b>	137646
<b>Local Authority</b>	N/A
<b>Inspection number</b>	387165
<b>Inspection dates</b>	7–8 December 2011
<b>Reporting inspector</b>	Peter Gale 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>	Maintained
<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>	1403
Of which, number on roll in the sixth form	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Lees
<b>Headteacher</b>	Jo Shuter
<b>Date of previous school inspection</b>	10 December 2008
<b>School address</b>	Marlborough Hill London NW8 0NL
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Inspectors visited 52 lessons and observed 50 teachers. Meetings were held with groups of students, parents and carers, the Chair of the Governing Body and staff. The inspectors observed the academy's work and looked at the school development plan, curriculum plans, the academy's tracking data showing students' progress, teachers' lesson plans, students' work and the displays around the academy. Inspectors scrutinised policies, minutes of governing body meetings and 65 questionnaires completed by parents and carers. They also looked at questionnaires completed by staff and students.

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

- How good is the progress of all groups of students, especially in mathematics?
- To what extent have leaders and managers been successful in moving the quality of teaching from good to outstanding?
- How good is students' behaviour across the age and ability range?
- How effectively do the academy's curriculum and care arrangements support outstanding outcomes for all groups of students?
- What is the trend of improvement in the quality of outcomes in the sixth form?

## Information about the school

Quintin Kynaston Community Academy is larger than the average-sized secondary school. There are more boys than girls. Approximately half of students are known to be eligible for free school meals. This is well above the national average. A very high proportion of students have special educational needs and/or disabilities. Approximately 90% of students are from minority ethnic heritages; this is far higher than the national average. There is a very rich and diverse ethnic mix in the academy, which includes students from Bangladeshi, White British and other White groups, African and many other ethnic heritages. An appreciable number of students are from refugee or asylum seeker families. Approximately three quarters of the students speak English as an additional language and a small number are at an early stage of English language acquisition. The academy is a specialist technology academy and, partially through its on-site youth club, offers a range of extended services to its students. Quintin Kynaston converted to academy status on 1 November 2011 and is undergoing a major rebuilding programme on its site.

**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?**

**1**

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

**1**

## Main findings

Quintin Kynaston Community Academy (QK) provides its students with an outstanding standard of education. The academy works relentlessly and highly effectively to overcome any barriers to its students' learning and personal development. It has been extremely effective over a sustained period in meeting its aim to develop the best in every student and transform their life chances. One parent, reflecting the views of several others, summed up the academy's success: 'QK is a remarkable place, I am very happy about the whole life of the school and my children enjoy coming every day'.

Key features of this outstanding academy are:

- Exemplary care, guidance and support for students. They speak glowingly of the dedication of staff to their well-being and how they are always available to help them.
- Working exceptionally well in partnership to support its vulnerable students. Other partnerships are equally well developed, with all groups of students provided with excellent opportunities to contribute to the academy and wider community which are enthusiastically accepted.
- Outstanding achievement by students in the main school. All groups of students make at least good progress and many, including those with special educational needs and/or disabilities, make outstanding progress to attain examination results above the national average.
- English progress has been consistently outstanding since the previous inspection due to very good subject teaching and an excellent cross-curricular literacy programme.
- Mathematics progress, while good, has been slower than in English. The academy has very effectively targeted the quality of teaching in mathematics and progress of current students matches and sometimes exceeds that in English.
- Cross-curricular numeracy programmes, while good, are not as well developed as those in literacy and information and communication technology (ICT).
- Teaching is excellent. High expectations and building students' aspirations characterise the academy. Leaders have high expectations of staff who, in turn, expect a great deal of students who consistently rise to this expectation.
- Target setting is very challenging and students are very well informed of their targets and how to achieve them.
- The sixth form is good and outcomes for students are improving.
- School leaders have accurately identified the need to further increase

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opportunities for independent learning throughout the academy to accelerate the progress of higher attainers, to better prepare students for sixth form study and to boost sixth form outcomes.

- The outstanding curriculum that underpins students’ academic and personal development. Extra-curricular opportunities are numerous and underpin the cohesiveness of the academy. For example, teachers new to the academy are expected to staff the excellent youth club which enhances relationships.
- Excellent relationships and high expectations that have a very positive effect on behaviour over time. Students describe the academy as one which will ‘never give up on them’. Overall, behaviour is good.
- Safeguarding procedures that are robust and students, including those whose circumstances make them vulnerable, feel very safe as a result.
- Highly effective leadership initiatives to improve the quality of teaching and learning since the previous inspection. These are bringing about significant improvement in the quality of teaching in the academy and also in other schools with which the academy works.
- Very effective systems and procedures to promote the welfare and learning of students. Those to promote attendance and reduce persistent absence have been very successful and attendance is high.
- Thorough analysis of strengths and areas for development enable leaders and managers to drive improvement exceptionally well.
- Significant improvements in outcomes over time, excellent systems for improving teaching and learning, the continuing excellence in care, guidance and support and the curriculum that demonstrate the academy’s outstanding capacity to improve further.

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

- Increase the opportunities for independent learning across the curriculum to:
  - accelerate the progress of higher attaining students from good to outstanding
  - enhance the outcomes of sixth form study.
- Improve the quality of cross-curricular numeracy to match the outstanding provision in literacy and ICT.

**Outcomes for individuals and groups of pupils**

**1**

Students make excellent progress from slightly below average starting points to achieve standards that are above average by the time they leave. Any potential underachievement is identified quickly and effectively tackled by careful tracking and intervention. Teaching staff enjoy excellent supportive relationships with students, particularly older ones. An atmosphere of trust allows students to respond very positively to challenges set.

Students particularly enjoy lessons where they are actively involved in high-paced

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learning involving paired or group work. For example, Year 10 students responded very purposefully to a lesson on the care needs of guinea pigs. Working in groups, they developed empathy for the animals’ needs by handling and cleaning them. They were able to demonstrate highly developed skills and outstanding attitudes to their work. Similarly, Year 11 English students made outstanding progress working in pairs to analyse the importance and structure of poems. Independence of thought was encouraged and all abilities were very well supported to write high-quality paragraphs using key terminology.

Effective specialist support and excellent curriculum pathways ensure that students with identified special educational needs and/or disabilities make outstanding progress. Similarly, students who speak English as an additional language, including those at an early stage of English language acquisition, receive exceptional support and make excellent progress.

Groups of students, including the vulnerable, are clear that bullying ‘is very rare’ and is not tolerated at the academy. Students are very confident that it will be dealt with robustly and effectively by staff if it does occur. Staff and other adults, from a diverse range of backgrounds, provide very positive role models when working with students. This has a profound effect on students’ spiritual, moral, social and cultural development, which is outstanding. High attendance, coupled to rising standards of attainment and excellent opportunities to develop work-related and other skills, means that students are exceptionally well prepared for the next stage in their education or employment. ‘Space’ lessons and other aspects of the excellent curriculum give students an excellent knowledge of healthy lifestyles. Most students actively adopt healthy lifestyles and extensive leadership opportunities give students good opportunity to promote health.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</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</b>	<b>1</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

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<b>contribute to their future economic well-being</b>	
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching is frequently outstanding and almost always at least good. Common features of lessons are:

- strong subject knowledge
- teachers' high expectations of learners
- very effective deployment of other adults in the classroom to support learners
- awareness of the ability range in the class and planning of appropriate tasks.

In outstanding lessons, teachers carefully plan independent learning activities for the range of abilities in their class so that students' learning is accelerated by building securely on prior learning. For example, in a Year 11 art lesson, students selected resources for their projects while the teacher used expertly targeted questions to focus them on developing key skills. Similarly, Year 10 mathematics students worked independently and in groups applying trigonometry to three-dimensional shapes. In good rather than outstanding lessons, tasks are less sharply focused on the needs of individuals and groups with the result that progress is good rather than outstanding. Feedback to students, both written and verbal, is very effective. Students are regularly required to reflect on written suggestions for improvement. This results in a highly positive impact on learning. Excellent questioning, based sharply on intimate knowledge of students' prior knowledge and teaching objectives, is a feature of most lessons. Teachers systematically check their students' understanding and carefully adapt tasks to ensure learning is maximised.

The broad Key Stage 4 curriculum meets students' needs exceptionally well. Three pathways are available to students including a 'stretch' curriculum for the most able. A wide range of vocational courses are also on offer, much enjoyed by students, and generating very positive outcomes. The specialism has had a significant impact on students' outcomes by boosting cross-phase working with primary schools, embedding technology including ICT across the curriculum, and the high academic outcomes in the specialist subjects. The Key Stage 3 curriculum is enhanced by an excellent literacy programme and the employment of specialist primary practitioners to facilitate better transition to secondary school. The 'opening minds' curriculum in Year 7 is very well delivered and develops good cross-curricular skills. Careful tracking of students' outcomes since its introduction demonstrates a very positive impact. Extensive enrichment opportunities are much enjoyed by students.

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A group of vulnerable students, including students who are looked after, spoke highly of the very good relationships they enjoy with their teachers and the exceptionally caring ethos within the academy. Parents and carers are similarly impressed, 'I can't thank QK staff enough for the support they have given me towards my child' being a typical sentiment. The 'aspire' curriculum, for students experiencing difficulties at other schools, is incredibly effective in getting them back on track and achieving. A multi-agency approach to supporting identified students is very well planned and exceptionally effective. Transitions are equally carefully planned and similarly effective. The academy students and staff work in feeder schools to facilitate student transfer. Excellent work in partnership with local employers, the sixth form consortium and higher education institutes has resulted in few students not in education, employment or training.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account:	
The use of assessment to support learning	1
<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?

The inspirational headteacher, ably supported by her very dynamic senior team, has established a forensically focused culture of continuous improvement to raise academic achievement and aspiration. Leaders and staff at all levels are very clear about the priorities for improvement and there is a palpable and highly effective drive to improve all aspects of the academy. There are extremely rigorous systems for monitoring and developing teaching. The proportions of good and better teaching have significantly increased as a result. Newly qualified teaching staff describe the regime as 'tough love'. Despite this, all of the staff responding to Ofsted questionnaires were proud to be members of staff, knew what the academy was aiming to achieve and felt fully involved in achieving it.

Exceedingly challenging targets are set at an institutional, departmental and individual student level. A high proportion of students are on track to meet or exceed their targets across the curriculum, and attainment continues to rise. All aspects of the academy's work are under continuous scrutiny and development by rigorous self-evaluation and sharp action planning.

Equality of opportunity is a core value at the academy, as demonstrated by the



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quality of care and support shown to students from a variety of backgrounds and/or needs. The academy is very aware of any small differences in the achievement of groups and works actively to close them. For example, those students known to be eligible for free school meals make outstanding progress and attain in line with their peers. Governance is outstanding. The governing body offers rigorous challenge and support and has worked very well with the academy leadership to continue the trajectory of improvement while securing building work and academy status. Procedures for ensuring the health and safety, safeguarding and the well-being of school members and visitors are robust. For example, the school works proactively with partners, including the police, to ensure the safety of students. Risk assessments are rigorous, including those for the substantial building programme taking place. The academy is rooted in its community. Careful analysis of the local and wider community, coupled with outstanding partnership working, has developed the academy’s contribution to community cohesion extremely well. The academy works exceptionally closely with parents and carers to improve students’ well-being and learning and maintains strong lines of communication with them.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>

**Sixth form**

The academy is highly inclusive and over 90% of each Year 11 cohort transfer to the sixth form. A higher proportion of students from all ability groups than nationally stay on at the academy for sixth form study. As a result, overall attainment on entry into the sixth form is below average. Nevertheless, students make good and sometimes outstanding progress, on both A level and vocational programmes, due to the good provision on offer. Attainment at A level is now above the national average and rising. Open access plus consortium arrangements with other schools, has led to a rapid expansion of provision in recent years. Almost all students, including those that

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are initially unsuccessful at AS, usually progress from AS to successfully complete A level. Furthermore, all students completing their studies last year were successful in gaining places in higher education.

Teaching in the sixth form is good. Systems for tracking students’ progress are as rigorous as in the main school. Any minor group or subject variation is rapidly identified and effectively targeted. The curriculum is under constant review and the number of courses and their nature, both academic and vocational, have expanded to meet the needs of students. Care, guidance and support are as exemplary as they are in the main school. Students cannot praise highly enough the work of staff in supporting them, particularly those transferring from other schools not used to such high levels of care. Many students take up paid placements with local and national business organisations to boost their future employability.

Leadership of the sixth form is good. Monitoring towards a sharply targeted development plan is systematically undertaken. Leaders did not fully anticipate the impact of a national directive to assess Year 12 AS courses at the end of the year of study. This led to a higher than normal failure rate in 2011 but leaders have been quick to rectify this oversight. Generally good and, in part, outstanding provision leads to good outcomes. Students have a high-profile role in the sixth form development and their voice is strong in its evolution.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	2
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**

Very few parents responded to the questionnaire but they, and a group of parents interviewed during the inspection, are highly positive about all aspects of the schools work. Attendance at parents’ evenings is above 90% and data collected at these events further supports this view.

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

Ofsted invited all the registered parents and carers of pupils registered at Quintin Kynaston 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 1403 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	49	29	45	2	3	0	0
The school keeps my child safe	32	49	32	49	0	0	0	0
The school informs me about my child’s progress	38	58	27	42	0	0	0	0
My child is making enough progress at this school	31	48	34	52	0	0	0	0
The teaching is good at this school	31	48	33	51	1	2	0	0
The school helps me to support my child’s learning	23	35	41	63	0	0	0	0
The school helps my child to have a healthy lifestyle	19	29	41	63	3	5	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)	30	46	34	52	0	0	0	0
The school meets my child’s particular needs	22	34	40	62	2	3	0	0
The school deals effectively with unacceptable behaviour	25	38	38	58	1	2	0	0
The school takes account of my suggestions and concerns	22	34	42	65	0	0	0	0
The school is led and managed effectively	34	52	31	48	0	0	0	0
Overall, I am happy with my child’s experience at this school	33	51	32	49	0	0	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**

9 December 2011

Dear Students



**Inspection of Quintin Kynaston Community Academy, London NW8 0NL**

Thank you for the warm welcome you gave to inspectors when we recently visited your academy. Here are our main inspection findings.

- Your academy is outstanding. All groups of students, including those with special educational needs and/or disabilities, make outstanding progress in their learning and personal development.
- The teaching you experience is outstanding, and leaders and managers are very effective at helping teachers deliver ever better lessons.
- Care, guidance and support are outstanding. The academy looks after you exceptionally well. As a result, you feel extremely safe and are able to contribute very well to the academy and local community.
- The curriculum is excellent and constantly under review. This ensures that you can choose courses which meet your needs so that you attain good qualifications.
- The academy is excellent at monitoring your progress carefully to ensure that extra help is provided should you fall behind your challenging targets.
- Your rate of attendance, reflecting your enjoyment of school, is high. This and excellent opportunities to develop work-related and other skills means you are very well prepared for your next steps in education or employment.
- You behave well in lessons and around the site, normally concentrating hard on your learning.
- The sixth form is good and outcomes for students are improving.

To help ensure that higher attaining students, whose progress is good, make as rapid progress as their peers, and to facilitate smoother transition through sixth form courses, we have asked staff to enhance the outstanding teaching you receive by:

- ensuring you have lots of opportunities across the curriculum to develop your independent learning skills
- developing further the good cross-curricular numeracy work the school provides so it matches the outstanding provision for literacy and ICT.

You can help by always behaving your best in class, focusing strongly on your learning and responding positively to teachers' comments on your work.

Yours sincerely  
Peter Gale  
Her Majesty's Inspector

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