

Quintin Kynaston

Marlborough Hill, London NW8 0NL

Inspection dates

18–19 January 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders, managers and governors have not driven improvements to teaching, learning and assessment or raised pupils' outcomes in Years 7 to 11 since the previous inspection. The capacity for securing further improvement is poor.
- There are considerable differences in the outcomes of various groups of pupils and these are not improving. The most able disadvantaged pupils, boys and pupils who have special educational needs and/or disabilities underachieve. Additional funding, including for disadvantaged pupils, is not used effectively.
- Teaching is inadequate. Pupils, including those who have special educational needs and/or disabilities, and disadvantaged most able pupils, make inadequate progress because teaching does not meet their needs.
- Leaders and managers have not checked carefully that staff put key initiatives into practice and improve the quality of teaching, learning and assessment.
- Previously good personal development, welfare and behaviour have deteriorated and are inadequate. Leaders have not secured a consistent and effective approach to tackling poor behaviour.
- Pupils' attendance remains below average. The attendance of pupils who have special educational needs and/or disabilities is particularly low.
- The culture of safeguarding is weak. Pupils and parents said that incidents of bullying are not dealt with consistently and taken seriously by all staff.
- Necessary actions to deliver the improvements required are not sharply identified and followed up swiftly.
- Members of the governing body have not challenged leaders and managers with sufficient urgency to ensure that the school delivers improved outcomes for pupils.

The school has the following strengths

- Students' outcomes in 16 to 19 provision are good. Leaders have successfully secured better outcomes for students than at the time of the previous inspection.
- The school works in effective partnership with outside agencies when specific concerns are identified about vulnerable pupils.

Full report

In accordance with section 44(1) 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 in the school.

What does the school need to do to improve further?

- Improve the quality of teaching in Years 7 to 11 and raise pupils' outcomes, by making sure that teachers:
 - engage pupils so that their levels of concentration are consistently strong
 - set pupils appropriately demanding work for their abilities, particularly for the most able pupils, the most able disadvantaged pupils and pupils who have special educational needs and/or disabilities
 - have consistently high expectations of pupils' work and behaviour in lessons
 - rigorously apply the school's approaches to unsettled and disruptive behaviour.
- Make sure that any instances of bullying are dealt with robustly and swiftly, so that pupils feel safe, and pupils and parents have complete confidence that staff will always take effective action.
- Raise pupils' attendance rates and improve punctuality, particularly for pupils who have special educational needs and/or disabilities.
- Improve the effectiveness of leaders and managers at all levels, including governors, by making sure that:
 - actions to drive improvement are identified sharply and introduced swiftly
 - leaders' actions to improve teaching make a greater difference and lead to stronger outcomes for pupils
 - additional funding is used effectively to support the learning of disadvantaged pupils, pupils who have special educational needs and/or disabilities, and Year 7 pupils who need to catch up in literacy and numeracy
 - governors hold leaders sharply to account so that improvements are secured rapidly.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders, managers and governors have not successfully tackled the main priorities for improvement identified by the previous inspection. Leaders have failed to establish a strongly ambitious culture throughout the school. Teachers' expectations of pupils' outcomes have not been high enough in recent years to accelerate pupils' progress from their starting points.
- Leaders' improvement planning identifies important areas for development. However, actions to secure the necessary improvements are not sharply identified and followed up quickly. As a result, the pace of change has not been sufficiently brisk to build on the early strengths identified at the time of the previous inspection.
- Leaders and managers have not maintained pupils' good behaviour and positive attitudes to learning since the previous inspection. They have not ensured that staff are confident to challenge disorderly behaviour and use effective methods to deal with disruption. As a result of an inconsistent approach to dealing with discipline in classrooms, pupils' learning is diminished.
- In the survey of staff views, less than half of those who responded agreed that pupils' behaviour is at least good. Changes aimed at uniting pupils across key stages 3 and 4, and 16 to 19 study programmes, and building a stronger sense of community ties, have not brought strong improvements to pupils' personal and social skills and behaviour throughout the school.
- Over recent years, checks on pupils' progress have not been systematic enough to identify areas of underperformance and address them quickly and securely.
- Extra funding that the school receives, including Year 7 literacy and numeracy catch-up funding and the pupil premium funding, has not secured the intended improvements in outcomes for eligible pupils. Leaders and governors have not used additional funding for disadvantaged pupils effectively to diminish differences in the performance of disadvantaged pupils and others nationally. In particular, funding has not helped to ensure that the most able disadvantaged pupils reach their potential and achieve as well as other most able pupils nationally.
- Funding for pupils who have special educational needs and/or disabilities is not used successfully to support eligible pupils. Wide differences remain between the progress of pupils who have special educational needs and/or disabilities and all pupils nationally.
- Action to raise the quality of teaching, learning and assessment has not driven lasting improvements. Continuous professional development has provided helpful training sessions and coaching opportunities for staff. However, leaders and managers have not made sure that teachers routinely implement key initiatives, including ensuring that work is suitably challenging for the most able pupils. Other initiatives, such as the school's feedback policy, have only recently been introduced and the impact on pupils' learning is variable across subjects.
- The range of curriculum subjects that pupils can choose is broad and appropriately selected to contribute to pupils' readiness for the next stage in their education. For example, subjects in key stage 4 link effectively with those students can choose in the

16 to 19 study programmes. Extra-curricular clubs in science, technology, engineering, and mathematics for pupils in Year 11 encourage them to consider continuing their education in the 16 to 19 study programmes.

- Leaders introduced a new key stage 3 curriculum in Year 7 this academic year. Built around developing pupils' learning (including through discovery, empowerment and identity), it is too soon to measure the impact of the new curriculum on pupils' attitudes to learning and outcomes.
- Termly enrichment days develop pupils' spiritual, moral, social and cultural development as well as their understanding of fundamental British values and how to avoid risks to their safety. Workshops led by visitors to the school, including on gangs, grooming and sexual exploitation, effectively support pupils' understanding of how to keep themselves safe from harm outside school.
- Extra-curricular after-school clubs are popular and well attended. The number of clubs, including for sporting activities, has increased over the last two years, and these clubs promote pupils' wider interests. Selected pupils take on responsibility as sports leaders and organise activities for other pupils, such as the recent pentathlon competition.
- Newly qualified teachers should not be appointed at the school because pupils' behaviour is inadequate.

Governance of the school

- The governing body has not held the school's leaders sufficiently to account in order to secure rapid and sustained improvements. They are aware that the quality of teaching is variable, that assessment information is not precise enough and that behaviour in lessons disrupts learning. However, members of the governing body have not ensured that leaders have addressed these key priorities for development sufficiently rapidly.
- Governors are aware of how funding is used to support eligible pupils. They know that there are differences between the performance of disadvantaged pupils and that of other pupils. Governors have not checked that the school's strategy for the use of pupil premium funding is fully in place and have not made sure that additional funding addresses barriers to disadvantaged pupils' learning.

Safeguarding

- The arrangements for safeguarding are not effective. Leaders, managers and governors have failed to develop a culture of safeguarding that is consistent and strong throughout the school. They have not ensured that all staff are equally aware of the part they each have to play in making sure pupils feel safe. Some pupils do not feel safe at school because they have little confidence in the way the school deals with concerns about bullying. Too many pupils expressed concerns about the standard of behaviour in lessons and the way disruption is dealt with.
- Records show that staff, including those with specific safeguarding responsibilities, have received up-to-date training. Staff know how to recognise warning signs, including that a pupil may be at risk from female genital mutilation, sexual exploitation or extremist ideas about right and wrong. The school's records show that staff with specific responsibility take swift action and work effectively with outside agencies to

keep pupils safe from these risks to their safety. Leaders provide guidance for parents, including information and communications technology workshops on keeping safe online, in order to help them keep their children safe. Parenting courses organised by the school are highly valued by those parents who attend.

Quality of teaching, learning and assessment

Inadequate

- Teaching is poorly planned to meet the needs of the full range of pupils' abilities. As a result, work is often insufficiently challenging for the most able pupils or too demanding for pupils who need additional support.
- Since the previous inspection, checks on the progress pupils make have not been systematic. When pupils join the school in Year 7, information from primary school assessments at the end of key stage 2 is not used routinely to evaluate pupils' potential. The school does not check carefully that pupils make strong progress from their starting points.
- Assessment information is not routinely used to plan work that helps pupils achieve well by the end of key stage 4. Teachers are insufficiently aware of the abilities of pupils in their classes. Teachers often set pupils tasks that are not suitably matched to the range of ability in classes. Teachers' expectations of the quality, quantity and presentation of pupils' work are not sufficiently ambitious.
- Pupils who have special educational needs and/or disabilities do not receive the additional guidance they need in lessons and are not well supported to understand new concepts and improve their learning. As a result, pupils who have special educational needs and/or disabilities make slow progress.
- Expectations of the most able pupils are not high enough. In particular, expectations of the most able disadvantaged pupils are not ambitious. Teachers do not encourage the most able pupils to deepen their understanding, because they typically set these pupils tasks that they complete easily or quickly.
- Teachers do not identify and address pupils' misconceptions in their work, including in English, mathematics and science. Work in pupils' books shows that inaccuracies, including in subject-specific terminology and key concepts, are not routinely corrected. When pupils' spelling, grammar and punctuation mistakes are missed, pupils are not supported to improve their literacy.
- The teaching of reading is not effective in building the reading skills of pupils for whom the Year 7 catch-up funding provides support. Teaching is insufficiently focused on developing pupils' confident use of phonics. Staff do not hear pupils reading aloud regularly enough to build up pupils' reading fluency and develop the necessary skills to understand what they read.
- When teachers' subject knowledge is not used effectively, planned activities do not capture and hold pupils' interest. As a result, pupils' learning is reduced, and in some classrooms pupils' conduct is disorderly when pupils lose interest. There are inconsistencies in teachers' expectations of pupils' conduct and in the way teachers respond to any instances of disruption.
- Teaching in the Aspire alternative provision is effective in supporting pupils to moderate their behaviour and focus on learning. Staff help pupils to take responsibility

for their conduct and settle quickly to complete the work that teachers set.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Too often, pupils' written presentation is careless and shows that pupils do not take pride in their work. Inspectors frequently saw scruffily presented work, including graffiti, in books.
- Pupils and parents reported variability in the response from staff to bullying issues they raise. Pupils' confidence in the school's determination and ability to take action to keep pupils safe from bullying is weak.
- Pupils said they are unable to focus fully on their learning when they are worried about disorderly behaviour of pupils in classrooms. As a result, pupils' emotional and social development is not supported effectively.
- Pupils know how to keep themselves safe online because staff make this clear in computing lessons. Pupils in Year 7, for instance, know how to keep personal information safe online and the importance of changing passwords to keep them secure. Sessions with visiting speakers successfully raise pupils' awareness of risks to their welfare, including gang membership, sexual exploitation and extremist views.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils told inspectors that their learning was regularly interrupted by the poor conduct and lack of self-discipline of a significant minority of their peers. Some pupils lack respect towards other pupils and staff. Inspectors observed examples of pupils' deliberately disorderly actions. The school's records of pupils' behaviour over time show that, across a variety of subjects, pupils' behaviour contributes to reduced learning.
- The proportion of pupils who have been excluded from school for a fixed period of time has decreased since the previous inspection and is below average. The proportion of all pupils and of disadvantaged pupils excluded from school on more than one occasion has also decreased and is smaller than the national average. However, rates of fixed-term exclusions remain well above the national average, including for disadvantaged pupils and pupils who have special educational needs and/or disabilities. The proportion of pupils who have special educational needs and/or disabilities with more than one fixed-term exclusion has reduced, but remains slightly above average.
- After breaktime, pupils' litter dropped around the school site reveals a lack of respect for the school's environment.
- Over recent time, pupils' attendance rates have been below national averages for all pupils and have continued to fall. The attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities shows limited signs of sustained improvement this year. The proportion of pupils who have special educational needs and/or disabilities and who are persistently absent is much higher than all pupils

nationally. Leaders have not secured pupils' good punctuality and many pupils arrive late for the start of the school day.

- Pupils who attend alternative provision at the school benefit from the calm and supportive environment that the Aspire provision provides. They are successfully motivated to develop self-discipline. They respond quickly to instructions from staff. Pupils who attend off-site alternative provision are effectively encouraged to build strong personal and social skills through motivating activities tailored to their needs.

Outcomes for pupils

Inadequate

- Pupils' outcomes are inadequate overall because there are considerable differences in the progress of different groups of pupils from their starting points. In particular, there is variability in the progress of the most able pupils and the most able disadvantaged pupils. Pupils who have special educational needs and/or disabilities underachieve. National assessment information shows that, in 2015 and 2016, boys made weak progress overall compared with boys nationally and compared with girls at the school.
- The use made of the pupil premium funding has not had a good enough impact on outcomes for disadvantaged most-able pupils.
- The progress of most-able disadvantaged pupils is slow compared with other pupils nationally. In 2015, GCSE examination results show the progress of the high proportion of disadvantaged most-able pupils was uneven between English and mathematics by the end of key stage 4. Their progress was well below that of other pupils nationally in mathematics, and stronger in English compared with others nationally.
- In 2016, assessments reveal that progress for the most able disadvantaged pupils was slow in English. The most able disadvantaged pupils made significantly slower progress in both English and mathematics by the end of Year 11 compared with other pupils nationally from their starting points. The progress of disadvantaged pupils across a range of eight curriculum subjects, including English and mathematics, was well below that of other pupils. The progress of the most able disadvantaged pupils was comparable with the lowest 10% of schools. Progress is variable across subjects. The progress pupils made in science, languages and humanities was better, and close to that of other pupils nationally.
- Work in pupils' books shows little improvement over time for the most able disadvantaged pupils currently at the school. Across a wide range of classes and subjects, work in pupils' books shows the amount of work done has been slight or in others, exercises have been left unfinished.
- Pupils who have special educational needs and/or disabilities underachieve considerably by the end of key stage 4 compared with all pupils nationally. Since 2014, Year 11 pupils who have special educational needs and/or disabilities have made significantly less progress across a range of subjects including English and mathematics than all pupils nationally. In 2016, their progress overall was comparable with the lowest 10% of schools overall.
- The impact of initiatives introduced this year to improve the progress of pupils who have special educational needs and/or disabilities is not strongly evidenced by the school's assessment information or work in pupils' books.

- Assessments at the end of Year 11 also show inconsistencies in the performance of pupils across subjects. In 2016, pupils' progress was stronger in science and languages than in English, mathematics, computer science and geography. The outcomes of pupils who sat examinations in separate sciences, biology, chemistry and physics were markedly better than in other subjects.
- Pupils who attend Aspire (the school's alternative provision) and those in alternative provision off site make good progress in developing their personal and social skills and in their basic literacy and numeracy.
- Outcomes for students in 16 to 19 study programmes are better than for pupils in Years 7 to 11 and are good overall.

16 to 19 study programmes

Good

- Leaders and managers have successfully improved the quality of teaching, learning and assessment in 16 to 19 provision so that it supports students' learning well. The number of students on roll in 16 to 19 study programmes has increased as a result. Leaders have made sure that students receive high-quality advice and guidance throughout the 16 to 19 study programmes.
- Outcomes in 2016 rose considerably in academic and vocational subjects overall. Rates of progress improved particularly strongly in AS level and vocational subjects compared with the previous year and compared with national averages. Eighty percent of students went on to a university course, and there were no students not in education, employment or training.
- Leaders are focused now on improving the outcomes in academic subjects where students' progress was not as brisk, including in science subjects.
- Students are supported to choose appropriate courses when they join. Entry requirements are demanding, particularly for sciences and mathematics, in order to ensure that students have the potential for success in their chosen subjects. The curriculum offers a variety of pathways that cater for a wide range of students' interests and meet their needs well.
- The curriculum is enriched by opportunities that raise students' aspirations to do well, including learning about university options and professional careers, for example in law. Students benefit from independent careers advice in school as well as through partnerships with outside agencies.
- Students' attitudes are mature and positive. They feel safe and well supported. Students know how to keep themselves safe from harm, including online and from risks of sexual exploitation and gangs. Conduct in lessons is consistently calm and purposeful. Students appreciate the careful feedback teachers give that helps them to improve their learning further. They are well prepared for the next stage in their education because they are encouraged to take responsibility for working on their own and organising their learning time.

School details

Unique reference number	137646
Local authority	Westminster
Inspection number	10019676

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,397
Of which, number on roll in 16 to 19 study programmes	354
Appropriate authority	Academy trust
Chair	Patrick Lees
Headteacher	Alex Atherton
Telephone number	020 7722 8141
Website	www.qk.org.uk/
Email address	info@qk.org.uk
Date of previous inspection	17–18 September 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school does not comply with Department for Education guidance on what academies should publish about the school's pupil premium strategy.
- The school provides alternative provision, Aspire, for four pupils in Year 11 and includes pupils from the school and from other schools. The school also organises short-term placements for up to 10 pupils in key stage 3 from the school and from other schools.

- The school uses two alternative providers: Tokyngton Academy and Queen's Gate College.
- The school meets the current government floor standards.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is above average.
- The school has moved into new premises on the same site since the previous inspection. There have also been a high number of changes in staffing, including in the senior leadership team.
- The school organises breakfast club provision.

Information about this inspection

- The inspectors visited teaching sessions across a wide range of subject areas in Years 7 to 11 and in the 16 to 19 study programmes. A large majority of these visits were conducted together with members of the senior leadership team.
- Inspectors held meetings with the headteacher, senior and middle leaders. Inspectors spoke to pupils informally in lessons and around the school, and looked at work in pupils' books. They also met with groups of pupils from Years 7 to 11 and from the 16 to 19 provision. Inspectors listened to selected Year 8 pupils reading.
- Inspectors held a meeting with four governors, including the chair of the governing body. They met with six parents.
- Inspectors looked at a range of documents provided by the school, including assessment information, the school's action plans and self-evaluation report. The school's records relating to safeguarding were also checked.
- There were 33 responses to the Ofsted online survey, Parent View. The inspectors took account of these, along with 85 responses to the staff questionnaire.

Inspection team

Madeleine Gerard, lead inspector	Her Majesty's Inspector
Shaun Dodds	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector
Claire Majumdar	Ofsted Inspector
Amy Jackson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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