

Inspection of a good school: Henry Beaufort School

Priors Dean Road, Harestock, Winchester, Hampshire SO22 6JJ

Inspection dates: 7 and 8 March 2023

Outcome

Henry Beaufort School continues to be a good school.

What is it like to attend this school?

Leaders at Henry Beaufort School have created an inclusive school community where pupils are happy, and proud of their achievements. Pupils benefit from strong relationships with staff who model positive behaviour and have high expectations of them.

Pupils celebrate diversity and strive to make sure that all pupils are included. For instance, they say that 'everyone is welcome' when talking about pupils who have recently joined the school from Ukraine. Pupils respect each other and take time to listen to different viewpoints. Staff and pupils say that bullying happens occasionally. However, they all agree that any incidents are dealt with quickly and effectively when they happen.

The majority of pupils enjoy their learning and want to achieve well. They benefit from supporting each other to learn. For example, Year 10 pupils act as reading buddies for younger pupils. Some demonstrate good citizenship by litter picking on the school site, or as library ambassadors.

High numbers of pupils, including those who would benefit the most, take part in a broad and interesting extra-curricular offer, including archaeology and debating club. Leaders are committed to promoting opportunities for pupils to develop social and cultural awareness through personal development days. Pupils experience exciting opportunities to enrich their learning during trips to Portsmouth Dockyard and the battlefields of the First World War, for example.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that is broad and interesting. Pupils in Year 8 choose from a wide range of options. Pupils have opportunities to continue their learning in subjects that they no longer study in Year 9 through cultural capital days and extra-curricular opportunities. However, the content of these is not yet explicitly mapped across all subjects so that all staff and pupils are clear about when this learning happens.

Leaders still have work to do to ensure that all pupils follow the most ambitious pathway at key stage 4. They have taken decisive actions to increase the outcomes and uptake in modern foreign languages so that more pupils can achieve the English Baccalaureate. There is a clear ambition for pupils with special educational needs and/or disabilities (SEND) to access the same curriculum as their peers.

Subject leaders ensure that the key knowledge and skills that pupils must know are clearly identified in plans. The curriculum in most subjects is well sequenced so that pupils build on their learning securely and make links between topics. For example, pupils in history apply their knowledge of the suffragettes to explore in depth the concept of power. In a small number of subjects where leaders are new, this important work is still in development.

Teachers use their secure subject knowledge to explain new learning and address any misconceptions that pupils may have. They skilfully question pupils to check what they know well and adapt their plans to fill any gaps. Pupils with SEND are identified quickly and receive the adaptations that they need to learn as well as their peers. Leaders are committed to ensuring that this is done consistently well across all subjects.

Leaders have implemented a clear strategy for identifying and supporting Year 7 and 8 pupils who need more support to read well. They have specific plans in place to develop this further throughout the school. Pupils benefit from many planned opportunities to read for pleasure.

Teachers have high expectations for behaviour. Most pupils live up to these and focus well on their learning. A small number of pupils do not display the positive behaviour that is expected by the school. However, teachers use well-established systems to manage the behaviour of pupils who do not behave or engage in learning as well as they should.

Pupils benefit from a well-coordinated personal development offer. They have a secure understanding of how to maintain healthy relationships and know about consent, for example. Pupils discuss and debate ethical and moral issues such as climate change. They are well informed about the dangers of drug addiction and knife crime. Pupils, from Year 7 onwards, receive high-quality guidance and information so that they can make informed choices about their next steps in education, employment or training.

Leaders, including governors, know the school well. They have the best interests of the pupils in mind when they make decisions. Staff feel very well supported by leaders who care about their well-being and take actions to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained so that there is a strong culture of safeguarding in the school. Staff act quickly to refer pupils who might be at risk. Leaders keep detailed and accurate records so that they can carefully monitor pupils who they are concerned about. They work closely with external agencies so that pupils and their families get the

support that they might need quickly. Leaders carry out pre-employment checks to assure themselves that adults are safe to work in the school.

Pupils know who to report their concerns to. Through the curriculum, they learn how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not yet fully ensured that all curriculum plans are explicitly mapped so that all staff and pupils know how the full content of the key stage 3 curriculum is covered. Leaders need to review plans that are already in place so that all staff are assured that essential elements of the key stage 3 national curriculum are covered in sufficient depth.
- Not enough pupils are currently directed to the most ambitious GCSE pathway, for example the English Baccalaureate. Leaders need to sharpen their guidance around option choices, so that all pupils study an appropriately ambitious pathway that will fully enable their success in accessing the most suitable future education, employment or training.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	116438
Local authority	Hampshire
Inspection number	10228291
Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,060
Appropriate authority	The governing body
Chair of governing body	Christine Wilson
Headteacher	Susan Hearle
Website	www.beaufort.hants.sch.uk
Date of previous inspection	23 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical educational qualifications and apprenticeships.
- The school uses alternative provision from nine registered providers.
- There is an on-site inclusion unit that is run by the school for pupils with social, emotional and mental health needs.
- The school has a resource provision for pupils with hearing impairment.
- Pupils begin learning their chosen option subjects at the beginning of Year 9.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspection team completed deep dives in English, mathematics, history and physical education. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons, and looked at pupils' work.
- Inspectors scrutinised a range of documents, including those detailing leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers, and early career teachers.
- The lead inspector met with members of the governing body, including the chair and vice chair. They also met with the school's local authority improvement partner.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's parent survey.

Inspection team

Zoë Harris, lead inspector

His Majesty's Inspector

Peter Rodin

Ofsted Inspector

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