

The Henry Beaufort School - Actions taken since Ofsted June 2013

The school has reached the third year since its last Ofsted inspection. This means that the school may receive a scheduled Ofsted inspection in the next few months.

The framework for the Ofsted inspection has changed considerably in three years but we do know that the starting point of the inspection will be to reflect on the actions that we have taken to address the targets from the last inspection in 2013. At that time the school was judged to be a 'good' school with the Inspection Report recording that; 'The school judges itself to be good with outstanding features. Inspectors agree'

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The 2013 report also reported:

- Progress in English and Mathematics is significantly above national averages
- Students display positive attitudes to their learning
- There is a strong focus on independent learning and research so that students make good progress.
- Students are proud of their school and demonstrate very high levels of consideration, courtesy and collaboration within and outside of lessons.
- All leaders and managers ... have high expectations and ambitions for the school.
- Students' literacy, numeracy, and information and communication technology skills are well developed.
- Provision for students' spiritual, moral, social and cultural development is strong.
- Relationships are particularly strong and expectations are high, resulting in students' fast rates of progress.
- Teachers' subject knowledge is strong
- [Teachers] make use of a variety of teaching methods which are well matched to students' needs and interests.
- Students are proud of their school and thrive in an ethos of respect and support.
- The school is a purposeful place in which to learn.

These positive judgements have been further endorsed by the school results in 2016.

These were:

1. *Not enough teaching is outstanding to ensure students consistently make very rapid progress from their starting points. Where teaching is not as strong, lessons suffer as a result of teachers talking too much, dominating the lesson so that students are not encouraged to learn on their own and develop their thinking skills.*

Actions: the school reflected on the learning styles for all students and the learning ethos [HB]² began in September 2013. Annual Local Authority inspections have confirmed that [HB]² is having a positive impact on teaching and learning at the school.

This is evidenced by the school results and in the level of progress achieved by our students. This is reflected in the outcome of the second Ofsted target.

- 2. Middle attaining students have not made as much progress as their lower and higher attaining peers.*

Actions: since 2013 the progress and attainment of middle attainers have significantly improved. In 2016, 73% of all middle attainers achieved 5A* - C grades including English and Maths. In addition to this measure the Progress 8 of middle attainers is 0.48, representing the fact that on average, middle attainers achieve nearly half a grade better than their prior attainment indicates.

This improvement has been supported by the school's focus on the next improvement target namely,

- 3. Leaders and managers do not make sufficient use of available data to identify, evaluate and address trends in achievement and attendance.*

Actions: the introduction of half term data drops, taking current levels of attainment for every student for every subject they study, has ensured that every child is monitored very carefully. Over the last 3 years our value added score has risen from 992 to 1016 and our progress 8 score has risen alongside this to 0.35.

The effective use of data has also supported the school's work on the final improvement objective-the effectiveness of marking.

- 4. The Ofsted report recorded that; 'Marking is variable and does not always provide students with clear guidance on how well they are doing and what they must do to improve.'*

Actions: after the inspection a staff working party was formed to review marking across the curriculum. This resulted in the marking policy that we currently use. Teachers mark formatively, encouraging students to reflect on their work and use class time to respond to the progress targets set at the end of the marking.

Despite the current national concerns with shrinking school budgets the school is in a good financial position. The use of the school budget is very carefully monitored by the school's Governing Body. This makes sure that the school offers value for money.

As a school we are confident that the school remains a good school. This is supported by the continuing rise in results, the positive profile the school has in the wider community, including sporting achievements and the extensive range of enrichment opportunities available to all of our students after school throughout the school week.