Summarised inspection findings

Les Beaucamps High School

14 December 2018

1.3 Leadership of change	weak

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

Developing a shared vision, values and aims relevant to the school and its community

- The senior leadership team has undergone significant change over the last three years and it has not yet reached a stable position. The acting headteacher has been seconded to the school for this academic year and the previous headteacher has been seconded to Education Services. Similarly, at middle leadership level there has been considerable flux in the posts of heads of subject departments. All members of the school community would welcome a period of stability in order to maintain the current positive school ethos and relationships across staff and students.

- In July 2017, senior leaders initiated a consultation with members of the school community on its vision, values and aims of Respect, Honesty, Trust, Happiness and Support. The school also reviewed its motto and key rules. Although the school successfully updated and revised its values and aims, it did not put in place an appropriate strategy to embed these into the life of the school. This session, the school is taking further steps to embed the school vision and values into the day to day life of the school. Commendably, the acting head teacher has introduced a systematic programme of school assemblies which stress the school's values and reinforce its aims. Tutors are discussing with their tutor groups the school's values and the three rules which encapsulate the behaviour policy – Ready, Respectful, Safe. The school displays its values and behaviour rules in classrooms and common spaces to bring them to the attention of students. There is scope to simplify and unify the school's values, behaviour rules and school motto.

Strategic planning for continuous improvement

- Over the last three years, change has not been managed well. Too many initiatives have been introduced too quickly. Communication with staff has been weak. Relationships between management and staff have been strained and as a consequence, the morale and well-being of staff has suffered. The school has had high

levels of staff absence and the retention of staff has been poor. Parents, staff and students feel that this period of instability had impacted on young people's achievement.

- The acting headteacher and members of the senior leadership team demonstrate a sound knowledge of good practice in education and a mature understanding of managing change. They have a good understanding of the context of the school and the social and economic background of students and their families. Senior leaders know the strengths of the school and the areas where further development is required. They are also fully aware of the need to take staff with them, to improve communication and consultation with staff and to introduce a measured and sustainable pace of change which will bring about benefits to students' learning experiences and outcomes.

Implementing improvement and change

- The school has experienced mixed levels of success in implementing improvements. The 2017-2018 Improvement plan included targets for leadership development, staff well-being, improving the curriculum and assessment in Key Stage 3. Other targets included improving support for vulnerable students, improving aspects of classroom practice and quality assurance. While all these goals are laudable, the school did not have the capacity to implement such a wide range of targets.

- The school has a clear view on what constitutes good learning and teaching. Most teachers have received training last session on how to evaluate the quality of lessons. These provide an important baseline for continuously improving the quality of teaching and learning across the school. Last session, teachers worked in 'triads' to evaluate each other's lessons. This provided a very good opportunity for teachers to share good practice. However, it did not provide sufficient information to heads of department to help them to support their staff when initiating improvements in their areas of responsibility. The school plans to make further improvements in the next round of lesson evaluations.

- The school has developed a sound approach to monitoring students' progress and attainment through its assessment system. Data provides valuable information on how well each department is performing and is a useful source of evidence for both senior and middle leaders in their quality assurance roles. They will be able to gain greater insights into student performance when they can view attainment and progress data in the light of their detailed knowledge from the planned lesson observations. This, in turn, should help them to fine tune the work of their departments for the benefit of students. It should help senior leaders to identify and share different aspects of good practice across the school.

2.3 Learning, teaching and assessment	satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

Learning and engagement

- The current senior leadership team and staff are committed to providing a high-quality education for students. They aim to promote a culture in which the learning needs of students are central to planned learning experiences. As a result, all staff are focused on ensuring that students achieve their full potential. The high-quality school campus, including outside spaces, creates a positive environment for learning. The 'meet and greet' at the beginning of the school day sets the context for a welcoming start to learning. Classroom environments are attractive and some feature high quality displays of students' work. Students are proud of their school. They speak positively about the subjects they are studying. The school is aware that recent staffing challenges have led to inconsistencies and variability in the quality of learning experiences of students in the school.

- The pace of learning in almost all classes is brisk and well-matched to the individual needs of a majority children. In a few lessons, the pace of learning was sometimes too slow leading to some student disengagement. Across the school, teachers do not always provide sufficient support for both high and low achieving students in lessons. At times, higher achieving students are not consistently stretched to achieve their best. In a few lessons, students have insufficient opportunities to develop the capacity to work independently. Consequently, higher order thinking skills develop only slowly in the lower grades.

Quality of teaching

- Overall, the ethos in lessons is positive and behaviour is well managed. Almost all teachers have a good or very good subject knowledge. They provide accurate explanations and tasks that offer suitable challenge to the majority of students. Lesson planning is thorough and in most lessons, learning objectives are shared with students so that they are aware of the expectations for their learning. In a minority of lessons, these objectives are not returned to during or at the end of the lesson so that students can measure or consolidate their progress. The quality of homework varies considerably and does not always help students to extend their learning.

- A majority of lessons in Years 10 and 11 successfully relate learning to the real world. Throughout the school, students develop secure skills in scientific investigation and experimentation. Most students use digital technology successfully in lessons.

- Most teachers have a general understanding of the ability of individual students in their classes. In the most effective lessons, teachers organise learning activities by ability. Teachers interact well with students and ensure that the majority are engaged in their work. The range of questions used in a large majority of lessons are designed to encourage students to reflect on their learning and demonstrate understanding. In English lessons, most teachers are skilled in questioning and give clear explanations and instructions to help students improve their reading and writing. Some teachers skilfully provide live feedback using digital technology. Digital technology is used well during lessons to support student's learning. Geography students in Year 7 engaged in a range of stimulating tasks after watching a news broadcast about global warming.

- In a minority of lessons, questions are mainly closed and require only brief, factual answers. Where teachers use more open-ended questions, as in English, business and technology lessons, students respond enthusiastically. They are keen to express their opinions, to reason deeply and to debate. On occasions, in some science lessons students could be challenged more in their thinking and would benefit from more opportunities to lead lessons and to challenge themselves. In other lessons, students' development was hindered by a lack of numerical knowledge or when using percentages.

Effective use of assessment

- Most staff use a range of assessment information to make judgements about progress and attainment. In the best examples, the information provides detail as to how well children have achieved success in their learning. As a result, both students and their parents are fully aware of how well a student is performing and progressing. For example, students' progress in English is regularly tracked and pathways, GCSE grades and Btec levels are clearly linked to planned differentiated success criteria in lessons. However, the link between student progress and success criteria in other subjects is unclear.

- A range of approaches are used to review each child's progress with senior leaders, such as regular progress meetings. Staff report to parents on their children's progress, using technology, written reports and review meetings. Most students are aware of what they need to do to improve in their learning and receive regular feedback on their work. When given the opportunity, most students shared their views and opinions on each other's work. For example, in English students speak confidently about writers' themes and techniques. Students in Year 11 business studies watched excerpts from 'Dragons Den', freely expressed their views and commented knowledgably on the decisions taken by the 'Dragons'.

Planning, tracking and monitoring

- Staff work hard to ensure they have in place a range of systems to assess, monitor and track students' progress and learning. Teaching and support staff work well together to ensure that students are supported appropriately in the course of lessons and that information is gathered effectively to track student's progress. While staff have access to a wide range of relevant information, there is scope for the interpretation of this data to be used more effectively and consistently to ensure that all students make the best possible progress in their learning.

2.2 Curriculum: theme 3 - Learning pathways

- The rationale for the curriculum supports the school's vision and values of Respect, Honesty, Trust, Happiness and Support. The design of the curriculum reflects the skills and knowledge that students require for today's world and matches the needs of almost all students.

- In Years 7 to 9, students follow a broad and balanced curriculum and study a wide range of subjects. This provides students with opportunities to choose an individualised pathway in Years 10 and 11. During Year 9, students are given helpful advice and support to choose their subjects through meetings and individual discussions with school staff and in partnership with parents.

- In Years 10 and 11, the curriculum is developed around the needs of the students to ensure that they choose the appropriate pathway that matches their abilities, interests, needs and future careers. Students can choose from an academic pathway, a work-related pathway or a vocational pathway. It also provides a bespoke pathway for students who are experiencing barriers to their learning, for example, one course enables students to gain 'The Jamie Oliver Award'. These pathways include a wide range of GCSE courses, IGSCE and link courses provided by Guernsey College of Further Education. This inclusive and thematic approach has enabled the school to develop a curriculum that is relevant, appropriately challenging, progressive and personalised.

- The school should continue to review the curriculum to ensure the aspirations of Guernsey's 'The Big Picture Curriculum' are being met and the provision fully meets the needs of all abilities of students. Increasing opportunities for personal achievement at all stages would support students to develop as confident individuals.

2.7 Partnerships: theme 1 – The development and promotion of partnerships

- The school has successfully developed good links with parents. Most parents are satisfied with the quality of teaching in the school. Most feel that they receive helpful, regular feedback about how their child is learning and developing through reports and learning profiles. They would like to know more about what their child was studying in each subject in order to support them in their learning. Parents wished to see a more consistent approach to homework given to their children.

- The school provides good support for students who have barriers to learning. Key staff work effectively with a range of specialist partners to provide this group of students with appropriate support. The school and external partners work successfully together to organise interventions in order to secure help for students and families. Partners would welcome more formalised opportunities to network, share practice and participate in joint training with staff.

- The school provides effective vocational guidance, careers advice and work experience to support students as they move on to employment, further and higher education. The school's effective partnership with Guernsey College of Further Education provides students with relevant experience of a range of occupations and helps to develop their skills for the world of work. This partnership working is having a positive impact on young people's confidence and future life choices.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, students. In addition, inspectors examined a sample of safeguarding documentation. Areas for consideration and further development have been agreed with the school and Education Services.

3.1 Ensuring wellbeing, equality and inclusion	satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

Wellbeing

- The school has taken steps to promote a shared understanding of wellbeing including some professional development sessions to help staff to understand their individual and collective responsibilities. All staff are encouraged to model the school's values of Trust, Respect, Support and Happiness and to demonstrate positive behaviour. Through Personal, Social, Careers and Health Education Programme (PSCHE), form tutors promote students' awareness of healthy life styles and staying safe. Staff would welcome more opportunities to further develop their understanding of wellbeing and inclusion.

- The school recognises that positive relationships are central to developing a whole school approach to wellbeing. Most teachers, over half of students and most parents told the review team that they are treated fairly and with respect. To develop a shared understanding of the school's values, senior leaders involved all staff in reviewing the school's values and priorities. Planned opportunities for students to share their views will further improve student engagement with the school values.

Statutory duties

- The inclusion manager attends reviews for 'Looked After' children (LAC) and meets regularly with a range of key partners to monitor the progress and wellbeing of vulnerable students. Key staff record child protection and safeguarding concerns and relevant contacts with parents/carers and staff. This is important in ensuring a clear chronology of concerns and a more coherent approach to sharing and addressing safeguarding concerns. As a next step, the school plans to ensure that key information concerning vulnerable students, including those with special educational needs (SEN) is collated centrally. This should include details about support provided, progress in learning, the involvement of partner agencies and reviews of their progress.

- Students who are not attending school are monitored closely and encouraged to attend school in agreement with parents and carers. As a result of more rigorous monitoring, the attendance of vulnerable groups has shown a significant

improvement since last year. The school is now working hard to further improve students' attendance at the senior stages.

- Staff shortages have prevented the school from delivering its key priority to fully implement systematic reviews of students' needs. While there have been improvements to key processes to collate and share information about students with SEN, there are weaknesses in processes for supporting these students through setting targets within IEPs and reviewing their progress.

- SEN staff are working well with the school to implement targeted programmes of intervention in literacy and numeracy at the beginning of Key Stage 3 and systems for measuring the impact of those on students' progress. However, these programmes are at an early stage. Teachers welcomed professional development provided by partner agencies to support their understanding of inclusion. More professional development would increase their understanding of appropriate support strategies to help learners with a range of needs to make progress in lessons.

Inclusion and equality

- Vulnerable students are helped to settle in high school through enhanced transition arrangements. These arrangements are supporting them to develop good relationships with school staff, peers and improve their attendance and engagement. Learning support assistants provide effective support to students, particularly in Year 7 and support for small groups of students from Years 7-10 in mathematics. Partner agencies offer targeted support to identified groups who need help to become more resilient.

- The school has established spaces and resources within the school for meeting the needs of more vulnerable students. While the most vulnerable students clearly benefit from the calm and nurturing environment and individualised support offered in the 'Hive' by the learning mentor, activities for some individuals did not have a clear learning or pastoral focus. The school has still to develop approaches to measuring the impact of Hive activities on students' wellbeing. A review of the rationale for the Hive would help to clarify its purpose and ensure that there is a clearer focus on learning.

- Teachers promote students' understanding of aspects of equality and diversity and tackling discrimination through assemblies, through the PSCHE programme, and through opportunities in subjects to explore topics such as anti-racism, sexual equality and gender. Most students are aware of different forms of discrimination and were recently involved in a community event celebrating diversity. A few staff feel that there is scope to further develop students' understanding of diversity.

- The school is developing young people as global citizens through its links with a Tanzanian school. Students led a highly successful project which raised a significant sum of money to build a water tower and send clothing, books and equipment to children at the school.

3.2 Raising attainment and achievement	satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

Attainment in literacy and numeracy

- Students in Years 7, 8 and 9 are making good progress in their reading. A few, particularly in Year 8 have made significant progress over the past year as a result of the school's 'Accelerated Reading' programme. Students are improving their vocabulary as a result of planned, regular opportunities to read in lessons. Students are further motivated to read for pleasure through reading events such as Book Week and a range of incentives organised by the school's librarian. The literacy group has recognised the need to target less able readers to support them to make progress in their reading.

- Across all stages, students are making appropriate progress in their writing. In the best examples, they receive knowledge organisers, helpful templates, sentence starters and key word banks for different subjects to help them to structure their writing. In some lessons, particularly in English, students are aware of their strengths and benefit from personalised writing targets.

- The majority of students speak confidently and articulately when given the opportunity to share their views and opinions and to work collaboratively with peers. In some lessons, particularly at Key Stage 3, students are developing and adapting their thinking through opportunities to discuss, explain and listen to others' views about topics such as women's rights, inequality and racism. Students in Year 9 researched and delivered with sentiment, their own choice of poems and literary extracts at a school assembly to mark Remembrance Day. The literacy group is planning to provide staff with training in approaches to raising attainment in literacy across the curriculum.

- Students at Key Stage 3 are making steady progress in acquiring numeracy skills. They are developing their knowledge of different classes of numbers and know how to obtain common factors and multiples of numbers. The majority of students are improving their skills in arithmetic. However, a significant number of Year 8 students do not have a secure knowledge of converting fractions to decimals and percentages and this is evident when they apply their knowledge to solving problems on probability. Students also have difficulty in applying their numeracy skills in science, history and geography.

- At Key Stage 4, students are learning how to interpret information presented in graphs. This useful skill is also being taught in science. There is a lack of a common mathematical language across the school and limited collaboration between departments on this and other mathematics topics as the school does not have a numeracy policy. Older students have been learning trigonometry facts but their ability to apply this knowledge and solve problems is hampered by their lack of skill in transforming simple formulae. Shortcomings in students' numeracy skills may have been exacerbated by the disruption due to staff turnover over the last three years.

Attainment over time

- Data on students' progress from the end of Key Stage 2 to the end of Key Stage 4 shows that approximately 63% of students make the expected three levels of progress. This is an improvement on the previous year's data but is not part of an overall improving trend or meets the school's target. Approximately 25% of students make four levels of progress and this figure is lower than the previous year. The school's analysis shows that higher and lower achieving students do not make as good progress as other students. The progress made by students with special educational needs is lower. The gap in the progress made by boys and girls has improved in the last two years. Similarly, the gap in the progress made by students on the uniform allowance and those without this allowance has decreased this year.

- GCSE examination data shows an increase overall in the percentage of students who gained five or more A* to C awards. The data also shows a narrowing in the gap between the higher girls' performance and the boys' performance. The corresponding figure for students with a uniform allowance continues to be well below that of students who do not receive this allowance. The percentage of students gaining three or more A* to A awards decreased slightly from last year's position.

- The GCSE or equivalent BTec results of students in different subjects varied widely across the school. This is partly due to the recent changes in teachers in some departments. For example, art and business studies performed well in comparison to other subjects. In English language, the percentage of students gaining A* to C awards has been consistently above the English national average and more than one third of students gained an A* to B award. In mathematics, there has been an improving trend in the percentage of students gaining A* to C awards and last year the figure exceeded 70 %. In science, approximately a quarter of students take separate sciences and the majority take the combined science course. Results have been weak in the past as a result of staffing changes. Last year the majority of students presented for separate sciences gained awards. Only a minority of students gained A* to C awards in combined science.

- The evidence from lesson observations endorses the performance data. In business studies and art, for example, students enjoyed lessons, worked purposefully and made or exceeded the expected progress. Students could discuss and reflect on their learning in both of these subjects. In English, the high expectations of staff and the skilled teaching created a culture in which students made good progress.

Overall quality of learners' achievement

- A number of students have improved their personal skills and resilience through taking part in the Duke of Edinburgh awards scheme, the drama club, school show and choir. Those who participate in football, netball, basketball, hockey, badminton, table tennis and swimming improve their team working skills and fitness. The school trips and excursions help to broaden students' experiences; for example, the Year 9 trip to London and the RGS, the bi-annual trip for Years 9 to 11 to Iceland and the opportunities to travel to North American and Europe for skiing. Students following the ASDAN course have a beach trip and a sailing trip. Overall, a minority of students, including members of the student council, the 'Pupil Voice' are confident and have well-developed social skills. However, many students appear to lack confidence and display limited social skills. A significant number of students appear to have limited ambitions.

Equity for all learners

- The school is committed to improving positive outcomes for all students. While staff effectively support the majority of students to achieve their potential, the school needs to improve outcomes for its higher and lower achieving students. Students following vocational courses clearly enjoy their work and are making the expected progress or better. Most students move to positive post school destinations. In 2018, most leavers moved on to further education and a few secured apprenticeships and other employment.

School choice of QI: 2.4 Personalised Support - Theme 3: Removal of barriers to learning

- Staff and partners are taking positive steps to ensure that barriers to learning are minimised. Staff responsible for inclusion respond promptly when required to ensure that the most vulnerable students get the right kind of help when they need it. Steps taken with partners to follow up absence and encourage students to attend school have resulted in a significant reduction in exclusions and absence from school over the past year.

- The learning mentor based in the Hive provides high quality, personalised support to individual students. The school recognises that the criteria for accessing individualised counselling and support needs to be reviewed to ensure that it is available when required for those with the highest level of need.

- The inclusion manager and partner agencies meet regularly to consider appropriate support for students who may be at risk, including those experiencing difficult personal circumstances and looked after children. Regular reviews of students' progress will further assist this process and help to involve and inform key partners, parents and carers about their children's progress and about the impact of interventions to support students.

- Senior leaders have provided additional time to allow key staff to collate important information about students with SEN and those who need additional support. This will enable staff to improve personalised support and ensure that students' progress and wellbeing are reviewed routinely.

Particular strengths of the school

- The skills and commitment of teachers and other members of staff in engaging students in learning and helping them to make progress.

- Students' engagement with and performance in vocational subjects.

- The school's resources and high-quality facilities which provide attractive and stimulating learning environments.

- Students' achievements in English and mathematics and improvements in science.

Agreed areas for improvement

- Improve the provision for students with special education needs by:
  - ensuring that IEPs are implemented for students who need them and those with a determination and by regularly reviewing the needs of these students in collaboration with parents and partner agencies;
  - reviewing the rationale for the Hive to ensure that it has a clearly defined role for students who access it and by establishing procedures to measure its impact;
  - providing personalised strategies for each student with special educational needs to help teachers to meet their learning needs; and
  - providing further training for all teaching and non-teaching staff on meeting the learning needs of students with special education needs.

- Improve the quality of learning and teaching by:
  - ensuring that teachers and managers use assessment data more effectively to plan lessons which meet the learning needs of each student;
  - providing appropriate activities to fully meet the learning needs of both the higher and lower attaining students;
  - sharing and modelling good practice across the school; and
  - further developing students' learning skills to maximise their potential.

- Improve the engagement of students in the life of the school and develop their social skills by:
  - providing more opportunities for students to express their opinions and exercise responsibility
  - giving students in each year group specific areas of responsibility; and
  - providing students with more opportunities to lead learning in lessons and assemblies.

- Improve the leadership of change by:
  - involving the whole school community in recognising the need for change; and
  - agreeing a vision for change and communicating that vision to staff, students, parents and partners; and
  - monitoring and evaluating closely the impact on students of changes to policies and procedures.

- Improve self-evaluation through more effective monitoring of the quality of learning and teaching by heads of department and senior leaders to identify good practice and support teachers.

What happens at the end of the review?

As a result of our findings we think that the school needs additional support and more time to make necessary improvements. The executive headteacher and Education Services will work with the school to build capacity for improvement and will maintain contact to monitor progress. Within one year of publication of this report, Education Services will issue another letter to parents on the extent to which the school has improved.

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