

# Beauchamps High School

Beauchamps Drive, Wickford, SS11 8LY

## Inspection dates

22–23 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth form provision		Good	2

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Students make excellent progress from average starting points in English and mathematics. They make equally good progress across other subjects and attain high standards overall.
- Students' spiritual, moral, social and cultural development is exceptional. They are caring, hard-working and well-adjusted young people with a strong respect for British democracy.
- Teaching is outstanding. Teachers know their subjects extremely well and help students to gain knowledge quickly and then use it skilfully and confidently in all their work.
- Teachers make very thorough use of information about what students know and can do when planning their teaching; consequently, students of all abilities do well.
- Students are given very demanding targets. Teachers carefully check their progress towards these targets and provide highly effective support to help them achieve their best.
- Teachers mark work thoroughly and provide helpful guidance to all students. In just a few instances, teachers do not check that all students are using the advice they are given.
- Students' behaviour is exemplary. They develop excellent attitudes to learning and feel safe and cared for. They are proud members of a school community they regard as their 'family.'
- The headteacher is a determined and capable leader who has set very high expectations for all students. Aided by a highly effective leadership team, he has secured the overwhelming support of staff, students and parents for his vision.
- Leaders know their school exceptionally well, especially the quality of teaching. They have brought about significant improvements to teaching and achievement in recent years.
- The outstanding curriculum contributes very well to students' excellent achievement and attitudes to learning. Students study a demanding range of subjects and this supports their exceptional progress.
- Governors are highly-effective and closely involved in the work of the school. They have an accurate view of the school's performance, set challenging targets for leaders and rigorously monitor the impact of improvement work.
- The sixth form is good. Leaders have taken decisive action to improve students' achievement since the previous inspection. Students are now well-prepared for the next stage of their education.

### Information about this inspection

- Inspectors visited 46 lessons and three part-lessons. They looked at the quality of learning for different groups of students, especially the most able and those who are receiving support through the pupil premium. Nine lesson visits were joint observations carried out with senior leaders.
- Inspectors studied students’ work while visiting lessons and during a formal meeting arranged with the school.
- Meetings were held with students from the different year groups across the school and representatives of student groups including prefects, the school council and those students who serve as associate governors. Inspectors also met with senior leaders, subject leaders and members of the governing body.
- Inspectors studied a number of documents including: the school’s self-evaluation summary; improvement planning; assessment information; department reviews; evaluations of teaching; school policies; information about the curriculum and records of attendance and behaviour.
- Inspectors took account of 93 responses to the online parental questionnaire (Parent View) and the comments of 55 parents.
- Responses to questionnaires by 95 staff were also read and taken into account.

### Inspection team

David Turner, Lead inspector	Additional Inspector
Bianka Zemke	Additional Inspector
Sarah Murrell	Additional Inspector
Rachel Bendefy	Additional Inspector
Duncan Cooper	Additional Inspector

## Full report

### Information about this school

- Beauchamps High School is an above-average-sized secondary school.
- The school operates within an area which is also served by six grammar schools.
- The vast majority of students are of White British heritage.
- The pupil premium (additional government funding for disadvantaged students) provides support for a fifth of the students at the school. This is below the national average.
- The proportion of disabled students and those who have special educational need supported through school action is one in 20. This is below the national average. The proportion supported through school action plus or a statement is one in 10. This is above the national average.
- Seven students attend part-time provision off-site at Circles Farm and South Essex College, where they study a range of work-oriented practical courses.
- The school meets the government's current floor standards, which set the minimum expectations for the students' attainment and progress.

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

- Ensure that all teachers check that students act upon the marking comments that are written on their work.

## Inspection judgements

### The leadership and management are outstanding

- The school is extremely well-led. The headteacher and senior staff form a highly capable, caring and determined team who place equal value on students' academic excellence and their personal development. They also place great value in the school as a supportive 'family', where students' behaviour is excellent and their attendance is above average. The school's motto is 'Improvement is limitless' and staff, students, parents and governors are united behind it.
- The school's commitment to equality of opportunity is extremely high. Leaders want the best for all students regardless of background or ability and all aspects of students' education are organised to ensure maximum achievement for all.
- Senior leaders, including the head of the sixth form, have a highly accurate understanding of the school's performance and have addressed all the areas for improvement which arose from the previous inspection. Checks on the quality of teaching are thoughtfully planned and take place regularly. Findings are quickly shared among all staff and leaders' expectations for rapid improvement are very clear. Inspectors saw clear evidence that staff follow this advice, especially with regard to marking, assessment, teaching and the support for students' progress.
- Leaders' improvement plans are extremely effective. They communicate school aims clearly and focus on a small number of priorities, including teaching and student achievement. Arrangements for checking on the success of initiatives to improve these and other aspects of the school are rigorous.
- The leadership and development of teaching is outstanding. Leaders carefully study students' work and progress information and visit lessons to see how well teaching is supporting achievement. They use this information to plan very successful training which has helped raise the quality of teaching and led to high levels of professional satisfaction among teachers.
- Leaders offer teachers excellent support. Staff speak enthusiastically of the opportunities provided to develop their teaching skills. The arrangements for performance management are robust and linked to the *Teachers' Standards* and students' achievement. Teachers receive demanding targets and their salary and promotion routes always depend on how well they meet them.
- Subject leaders work as an effective and supportive team. Their close work with senior leaders helps students achieve high standards. Their evaluations of their own teaching quality are perceptive and detailed and they take responsibility for its improvement in all subjects. Equally, leaders responsible for disabled students and those who have special educational needs ensure that assessment, teaching and care of these students are all of a very high quality. Leaders check that students taught in off-site provision attend regularly and that they, too, make good progress.
- Senior leaders use information about students' progress exceptionally well. Target-setting is based on the highest possible expectation for all students relative to their starting points, while high quality assessment and monitoring arrangements are in place to help leaders direct exactly the right level of support towards any student who might be at risk of falling behind.
- The school makes outstanding use of pupil premium funding to support eligible students. Care is taken to prepare them for the expectations of the school before they start through the use of summer and Saturday schools. Additional tutoring in reading, writing and mathematics is provided where required and all eligible students receive help with their preparation for examinations. Arrangements for checking on their progress in lessons are very thorough. The school makes effective use of its 'catch up' funding to support students who struggle with reading and mathematics when they arrive in Year 7. Consequently, gaps between the attainment of these students in English and mathematics and the others are steadily narrowing.
- The curriculum is outstanding and promotes the high expectations that teachers and students display across the school. It is broad, balanced and well-organised to help students achieve their best. Students

are guided towards choosing the most demanding courses and qualifications so that their achievement at ages 14, 16 and 18 is consistently high. The curriculum makes highly effective provision for the development of students' reading, writing, communication and mathematics skills. Extra-curricular activities, including sports and the Duke of Edinburgh scheme offer an impressive range of opportunities and students fully understand the importance of a healthy life-style. They have good access to careers and options advice, both from within the school and outside, and are extremely well-prepared for their next phase of education, whether it is at college, in work or at university.

- Leaders have worked closely with the local authority school improvement service which has provided high quality support and advice. Leaders and teachers make an important contribution to local school improvement networks.
- All statutory requirements for safeguarding students are met.
- Good preparations are in place to ensure assessment arrangements continue to be effective when the National Curriculum levels are removed. Leaders have an effective understanding of key requirements of the National Curriculum and work closely with local primary schools to ensure students make a smooth transition to their new school. They also consult closely with other secondary schools and the local authority and draw on respected assessment research for guidance.
- The promotion of students' spiritual, moral, social and cultural development is outstanding as is their preparation for citizenship in modern Britain. The school places great importance on the value of hard work, a love of learning, service to others and caring for each other. Many students contest elections for positions of responsibility including associate governor roles and school council. They have a healthy respect for British democracy and historic freedoms and can identify the risks posed by extremist ideas and groups.
- **The governance of the school:**
  - The governing body works closely with senior leaders and is highly effective. Governors' understanding of the local area served by the school and what needs to be done to support the needs of students is very perceptive and accurate. Governors offer a wealth of experience, are well-trained and well-informed about the performance of the school. They are closely involved in the daily life of the school; individual governors visit it every week and all governors take part in regular evaluations of the school's performance. They have an impressive understanding of achievement and the quality of teaching and know how both are being improved. Their professional understanding of financial management means they can hold the school to account over its use of resources and budgets including funding set aside for the pupil premium.
  - Governors hold the school's leaders to account by the use of demanding targets, searching questions and regular meetings to check on the progress of school improvement plans. They understand the impact of the pupil premium work undertaken by the school. They are equally knowledgeable about teacher's performance management arrangements and can demonstrate that any pay rises are linked to student progress. Governors are aware of their responsibilities for safeguarding children and carefully check that the school meets its statutory duties.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding.
- Students are well-motivated, show high levels of commitment to their work and are very respectful to their teachers and each other. They cooperate well in lessons and work very hard in all the different year-groups and subjects.
- Students are exceptionally confident and positive about learning because of the support and high quality teaching they receive, which help them achieve the challenging targets set by their teachers. As a result, they are very successful and this encourages them to give their best during their time at the school.

- Leaders and teachers pay extremely close attention to checking on how students feel about their education and personal development. This results in students feeling supported and able to do well. Students report they feel their school is 'like a family' where everyone looks after each other.
- Conduct across the school is exemplary. Students move around the large site extremely sensibly and safely. They are welcoming and courteous to visitors. They show respect for their school community by not dropping litter, respecting rules including those concerning their use of electronic devices such as mobile phones, and wearing their uniform with pride. Students fully respect school property and equipment.
- Students make a significant contribution to the running of the school and willingly accept responsibilities as prefects, elected councillors, sports leaders and associate school governors. Disabled students and those who have special educational needs also run their own council to discuss the provision offered to them.
- The use of exclusions, detentions and other sanctions is very low and incidents of poor behaviour in lessons are extremely rare. The number of racist incidents is also exceedingly low. The school's pastoral centre offers a useful place for students to take advice should their behaviour or attitudes be at risk of slipping, and they show great respect towards the staff who run it.
- Leaders, teachers and governors are vigilant guardians of behaviour. They themselves are exemplary role models and apply the expectations of the school behaviour policy with complete consistency. As a result, all members of the community understand what is expected of them.
- Parents agree that behaviour is of a high quality at the school and that it is well-managed.

## Safety

- The school's work to keep pupils safe and secure is outstanding.
- All people visiting and working at the school are subject to rigorous checks to ensure their suitability to work with children and young people. Staff are appropriately trained and know how to raise any concerns should they need to. Students feel totally safe in all parts of the school and are absolutely confident they will be helped should they need to tell staff about any problems.
- Students' understanding of risk is exceptionally well-developed. They are aware of how to use social media and the internet safely owing to the school's effective work in this area. Older students show a very mature awareness about sex and relationship issues because of helpful advice which is offered.
- Students are in total agreement that bullying in all its different forms is an extremely rare event at this school, and know that should it happen and be reported, the school will deal with it swiftly. This is a significant factor in leaders' and teachers' success in making this such a safe place in which to study.
- Students choose to attend school regularly and on time. They are punctual to all lessons. This is a result of the determination of leaders and teachers to explain the importance of attendance to all students and work closely with families to ensure attendance is well-supported.
- Students who attend part-time education off-site are well cared for. Their placements are carefully risk-assessed and their attendance is monitored carefully.
- Parents report high levels of confidence in the school's ability to keep their children safe.

**The quality of teaching is outstanding**

- Teaching has secured outstanding achievement, both over time and for students who currently attend the school. Teaching has also improved in the sixth form, where it is now good.
- Relationships between teachers and students are exceptionally positive and encouraging. Staff advise students of all abilities to 'never doubt yourselves.' These relationships allow teachers to set demanding targets because students are confident that they will be supported, and this motivates them to try their best at all times.
- Teachers' understanding of the subjects they deliver is of a very high standard. As a result, they are able to ensure that their teaching addresses precisely the knowledge and skills the students need in order to make outstanding progress and achieve high standards in examinations. They make highly effective use of students' assessment information to set work which is closely matched to their different abilities. This is especially true for the most-able students.
- Teachers' ability to help students make impressive gains in their knowledge, remember what they have learned and then put it to very good use is a significant strength. As a result, students become skilful in different subjects because they understand their work so well and can apply what they know to new topics. An outstanding example was seen in a Year 10 psychology lesson, where students demonstrated exceptional levels of knowledge about research methods and rapidly selected the correct ones to use in different situations.
- Teachers are highly skilful in their use of questioning and discussion when supporting students' understanding of difficult concepts and ideas. One outstanding example was in a Year 11 history lesson, where group discussions and questioning by the teacher and teaching assistant helped students of different abilities to understand the motives of German people opposed to the Hitler government. Close attention was paid to different levels of understanding and students were asked questions which helped them think very deeply.
- The teaching of literacy skills is a strength across the curriculum. As a result, students are able to produce convincing spoken and written work which helps them prepare for GCSE examinations. Reading is very well-supported and students demonstrate highly effective inferential and analytical skills when handling a range of texts, stories, poems, historical sources and factual information. Students' accuracy in spelling is good because of the attention teachers pay to having them correct mistakes and use dictionaries.
- The teaching of numeracy is also well-developed and students accept mistakes are part of their 'learning journey' in mathematics and other subjects. They are well-supported when dealing with more difficult calculations and the use of complex concepts and models to tackle different problems. One good example was in a Year 9 chemistry lesson, where students made very efficient use of the order in which mathematical operations are applied as they explained chemical changes using formulae. The work was challenging but students maintained their confidence at all times.
- Teachers consistently mark work on time and provide very useful comments to help students improve their understanding and make progress. The vast majority of students adopt the advice they are given and this supports their rapid progress but, in a few examples, this does not happen.
- Teaching assistants are highly effective. This is because of the quality of their training and their very positive relationships with students. They are skilled when asking questions and when checking on how well students understand their work. This helps them to challenge students as well as support them.

**The achievement of pupils is outstanding**

- Students enter Beauchamps High School with levels of knowledge and skills in English and mathematics which are average for their age. As a result of skilled teaching, demanding targets and exceptional support, they make excellent progress. By the end of Year 11 they attain standards which are significantly

above average.

- The proportion of students achieving five or more GCSE A\* to C grades including English and mathematics has been very high for several years and has improved over time. In 2013, the 76% of students that achieved this measure was significantly above the national average and results in 2014 were also high compared to national figures. The great majority of students have achieved these results by taking full GCSE qualifications.
- The achievement of the most-able students has risen steadily. The proportion of students achieving the highest GCSE grades has increased, particularly in the sciences, English, English literature, mathematics and history.
- The school no longer uses early entry for GCSE mathematics as this is not felt to benefit the most-able students. However, the school does use early entry for some English GCSE students and this has been shown to support their achievement.
- Disabled students and those who have special educational needs make outstanding progress in relation to their very different starting points. Early assessments take place when they first start at the school. This information is used to plan highly effective teaching and support which are well-matched to their personal needs.
- The progress of students educated off-site is consistently good. They are provided with courses which are suitably challenging and achieve well in relation to their starting points.
- The progress of students who struggle with the basic skills of reading and mathematics and who receive additional help as part of the Year 7 'catch up' programme is outstanding. They are quickly assessed when they start at the school and make rapid gains in the development of their phonics knowledge (the sounds made by words and letters) and higher level reading skills.
- The achievement of disadvantaged students eligible for the pupil premium has rapidly improved. These students receive additional support to improve their literacy and numeracy. In 2013, the gap between these students and other students nationally in English was the equivalent of around half a GCSE grade, while the gap in school was approximately a full GCSE grade. However, the proportion of disadvantaged students at the school making expected progress was higher than other pupils nationally. In mathematics, the gap between disadvantaged students and others nationally was the equivalent of around half a GCSE grade, while the gap in school was around a full GCSE grade. Across the school, these gaps are currently reducing rapidly.

### The sixth form provision

is good

- The sixth form has made significant improvement since the previous inspection so that it is now good. It is increasing in size. Leaders have ensured it offers a higher quality educational experience to all students who attend it. This includes the most-able students, who are now regularly choosing to join the sixth form at the end of Year 11 rather than study elsewhere.
- Sixth form and other leaders have increased the rigour with which they check on the quality of teaching and the progress of students. They communicate effectively with subject leaders to ensure students are on track to achieve the standards they are capable of, and teachers act quickly to make sure none fall behind.
- As a result of consistently good teaching and support, students make increasingly good progress over time and this is reflected in their academic results. In 2013, progress was good and attainment was at least in line with national rates. In 2014, students' average attainment increased by a third of a grade.
- Students benefit from high-quality impartial advice and guidance, which is offered well before they join the sixth form. This helps them to study for qualifications which are best-suited to their needs. As a result,

few students fail to complete their studies. They speak very highly of their teachers who they regard as very supportive and who want the best for them.

- The proportion of students who proceed into higher education, including 'Russell Group' universities, is increasing. In the last two years, the number of students who do not enter education, employment or training, following their time in the sixth form, has been nil.
- In 2013-2014, all sixth form students, who had not previously achieved a grade C in English and mathematics GCSE, were successful in passing these subjects at the target grade. This was a result of high-quality, supportive teaching.
- Students make a significant contribution to the life of the school and their community and this enhances their personal development. They serve as associate school governors, listen to younger readers and volunteer for a number of local charitable campaigns. They are enthusiastic supporters of the Duke of Edinburgh scheme and have visited several foreign countries as part of their activities. . They are also supported to take part in visits to universities in order to help them prepare for their higher education experience.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	115322
<b>Local authority</b>	Essex
<b>Inspection number</b>	448465

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

<b>Type of school</b>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1304
<b>Of which, number on roll in sixth form</b>	138
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maggie Beauchamp
<b>Headteacher</b>	Robert Hodges
<b>Date of previous school inspection</b>	10 February 2010
<b>Telephone number</b>	01268 735466
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