acland burghley
Creating Excellence Together

28 September 2022

Dear Candidate

Thank you for your interest in applying for the position of Second in Charge of English at Acland Burghley School.

I enclose a pack containing:

1. Job advert
2. Job Description and Selection Criteria
3. Where to find us
4. Latest Ofsted information

The application form is available at www.aclandburghley.camden.sch.uk in the employment opportunities section.

Please return your completed form to recruitment@aclandburghley.camden.sch.uk or post to the school address.

I look forward to receiving your completed application form and a statement of no more than 2 sides of A4 by 9am on Thursday 13 October 2022. Please ensure that your statement demonstrates how you meet the requirements in the person specification. We do not accept CVs.

We will acknowledge your application and hope to meet you. However, if you do not hear from us before the interview date you should assume that your application has been unsuccessful.

The school is committed to the protection and safety of children and young people. We expect all staff to share this commitment. Any position offered at the end of the interview process will be subject to verification of right to work in the UK, qualifications requirements, satisfactory DBS Enhanced Disclosure, teacher prohibition and barred list checks, Pre-employment medical screening and satisfactory references. If you work in a school, one of your referees must be your current or most recent Headteacher.

Thank you for your interest in Acland Burghley School. I look forward to hearing from you.

Yours sincerely

Michelle Lineham
HR Officer

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Required for January or April 2023
Second In Charge of English (TLR 2b - £4,782)
Inner London Pay Scale

Acland Burghley School is looking to appoint an outstanding Second In Charge of the English Faculty from January or April 2023 to join our friendly and dynamic staff team.

This is an excellent career opportunity for an outstanding teacher to work in a thriving city comprehensive which has inclusion at its core. Developing students' literacy is central to our curriculum vision. You would be joining a large and strong Faculty team with broad ranging interests across the subject area.

Outcomes focused, the successful candidate will be passionate about literacy development, and will demonstrate a strong commitment to ensuring that every child achieves the highest possible academic standards. You will have an excellent grasp of how careful curriculum planning and sequencing of core knowledge and skills can lead to outstanding progress. You will be able to demonstrate how, in your practice to date, you have used strategies to support students who are disadvantaged, and made impact on their progress and attainment.

The second in charge will work with the Head of Faculty to make further progress on curriculum planning, and to deliver on the school's teaching and learning strategy across English classrooms. You would be able to add capacity to the leadership of faculty-based mentoring and CPD, and have ideas about how to build systems to sharpen performance and make impact on outcomes.

Situated close to Hampstead Heath in the heart of North London, Acland Burghley is a mixed, inclusive, community comprehensive school that enjoys high levels of parental support and a close collaborative relationship with other local schools. We are part of the popular and highly successful LaSWAP post-16 consortium with Parliament Hill, La Sainte Union and William Ellis Schools, and a founder member of Camden Learning. We have entered into a long-term residency agreement with the Orchestra of the Age of Enlightenment, who now have their offices and rehearsals on our site.

Above all, applicants should demonstrate an uncompromising belief in the potential of every student. If you share our passion for ensuring high standards for all, and have the ambition to be part of an exciting future for young people in our school, we would very much like to hear from you.

To arrange an informal telephone conversation or a visit to the school, please contact Michelle Lineham, HR Officer on recruitment@aclandburghley.camden.sch.uk

Closing date for applications: 9am Thursday 13 October 2022
Interviews in week commencing Monday 17 October 2022

For further details of the post and to download an application pack please visit
Acland Burghley School - Employment opportunities
Please note: we do not accept CVs.
Acland Burghley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates will be required to undergo an enhanced DBS Check.

Acland Burghley School

JOB DESCRIPTION			
Post Title:	**Second in charge of the English Faculty**	**Grade:**	**TLR 2b**
Faculty:	**English**	**Date:**	**January 2023**
Responsible to: Head of Faculty			

INTRODUCTION

In addition to the duties covered by the School Teacher's Pay and Conditions Document, the Second in Charge of the Faculty will have a central role in strategic leadership of the English faculty team, deputing for the Head of Faculty as required, and creating systems and processes which support teachers to make high quality provision.

Leadership and Management

- To depute for the Head of Faculty as required
- To support HoF in leadership of the faculty, contributing to the development, implementation, review and evaluation of the English Faculty's improvement plan
- To take responsibility for key aspects of curriculum planning
- To lead on aspects of self-evaluation within English, including by conducting MER activities and monitoring the quality of teaching and learning
- To line manage colleagues and TLAs, and be responsible for their continuing professional development and appraisal
- To support colleagues with ensuring excellent behaviour for learning
- To take responsibility for the appearance of the curriculum area, both its classrooms, corridors and other spaces, and its appearance on the school website
- To take responsibility for security of student work
- To support with examination entries
- To lead briefings and meetings
- To contribute to the smooth day-to-day running of the English Faculty, including supporting with work in the event that a member of staff is absent
- To support with the implementation of the school's behaviour policy by supporting colleagues, modelling best practice, and following up with students as required
- To prompt the implementation of school policies within the English Faculty and to support good working practices
- To represent the Faculty at internal and external meetings
- To keep abreast of and communicate current educational issues relevant to the responsibilities of this post
- To lead on the evolution of MS Teams, the school website, and other online tools, as a vehicle for supporting independent learning and curriculum development, and for supporting the leadership and management of the faculty as a whole

Quality of Education

- To ensure that every child receives rich, challenging curriculum provision in English
- To design a long-term plan for English which ensures that students acquire knowledge and skills to empower them as confident readers and writers, sequenced carefully so that students make rapid progress
- To ensure that there is pace and challenge, breadth of curriculum coverage and regular opportunities for assessment
- To lead on formative and summative assessment, including planning, setting, and leading quality assurance of end of year tests
- To ensure coverage of the National Curriculum requirements for English
- To coordinate the writing and updating of medium-term plans and schemes of work setting out the core learning for each unit, so that teachers and students are aware of what is being studied and why, and why it is being studied at that point in the course
- To plan and deliver interventions for appropriate groups, for example students eligible for the pupil premium who are making slow progress
- To lead on strategies within English to support reading, oracy, spelling, vocabulary acquisition, and knowledge about grammar
- To ensure that curriculum plans are adapted to meet the needs of all students, including those with EHCPs and those supported in the school's specialist ASD Base
- To provide multiple opportunities in the subject curriculum to develop students' literacy including extended writing, challenging and varied reading, and opportunities for speaking and listening
- To provide ample opportunities for students to work in teams and small groups, in pairs and individually across the subject curriculum
- To have regard for students' personal development
- To develop a rich and varied extended curriculum offer within the subject area, including enrichment clubs and activities, and trips and visits
- To provide opportunities for students to develop their creativity and expertise in creative habits
- To make links across the curriculum, for example with humanities (types of writing) and classics (grammar and vocabulary)

Learning and Teaching

- To take a lead on classroom practice in English, embedding the Teaching and Learning Framework as a central part of the ABS 'house style'
- To develop an ethos within the subject area that every lesson counts
- To model good practice in lesson planning and preparation
- To lead on marking and assessment within the subject area
- To be responsible for the pace and level of challenge in lessons in the subject area, and that students make good progress
- To ensure that short term planning leads to progression
- To take a lead in subject specific pedagogy including questioning, learning styles and oracy, including embedding opportunities within schemes of learning / curriculum plans to develop scientific enquiry and practical skills
- To work with other TLR holders, including the HoF and LP, to improve the standard of Teaching and Learning within the subject area
- To devise and manage formative and summative assessment in the subject area, and to collate results and analysis

- To lead on Assessment for Learning in the Subject Area, focusing on student understanding of the assessment system, and on next steps for progress
- To manage the resources of the subject area efficiently to maximise the potential for making lessons stimulating and varied

Outcomes

- To have overall responsibility, together with the HoF, for achievement and standards
- To work with the faculty to ensure that outcomes for students with AEN and those eligible for the pupil premium, and other disadvantaged groups, make good progress
- To contribute to faculty self-evaluation, including writing exam results analysis
- To contribute to faculty improvement planning
- To lead on interventions for students who are at risk of falling behind

The Second in charge of English will work under the leadership of the Head of Faculty and will attend middle leader meetings as required.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Headteacher.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____ **Date** _____
Postholder

Signed _____ **Date** _____
Headteacher

Acland Burghley School

Person Specification

Subject Lead for English (KS3)

Education, Qualifications & Experience	• Qualified Teacher Status • Record of excellent classroom practice • Evidence of continuing programme of appropriate professional development • Experience of curriculum leadership across a year group or key stage
Knowledge, Skills & Understanding	• Excellent classroom practice • Understanding of the SEND Code of Practice (2015), the National Curriculum for English and the Ofsted framework (2019) • Ability to write quality curriculum plans for the short, medium and long term which ensure pace, challenge and progression within every lesson • Ability to create resources for teaching and engaging students in their learning • Ability to coach colleagues on their daily practice in planning, teaching and assessment • Ability to project a positive image of the subject across the school community to students, colleagues and parents • Ability to lead and manage a team of colleagues, including other middle leaders • Excellent inter-personal skills • Ability to contribute effectively to the leadership of QTLA at ABS • Critical understanding of the most effective teaching, learning and behaviour management strategies • Broad knowledge of the variety of courses and syllabuses on offer within the subject area • Confident understanding of the role of assessment and AfL in securing pupil progress • Detailed grasp of lines of progression, and of grades/levels in the subject • Confident grasp of strategies to differentiate teaching and personalise learning • Knowledge of the parts played by Literacy, Numeracy and ICT in learning • Up to date knowledge of a range of effective learning and teaching initiatives • Extensive knowledge on matters concerning equality, inclusion and diversity in teaching

Professional Expertise	• Teaching widely across the age and ability range at Key Stages 3, 4 and 5 • Record of participation in activities beyond own classroom designed to have impact on student progress either at subject or year/house level, such as organising extra-curricular activities or working for an examination board
Other Professional Requirements	• Commitment to helping every child achieve his or her very best • High aspirations for children and for ABS • A 'can do' approach to work in school • Commitment to the protection and safeguarding of children and young people • Desire to progress beyond this role in time

acland burghley
Creating Excellence Together

Why be an Early Career Teacher (ECT) at Acland Burghley School?

Acland Burghley School (ABS) has a long, successful history of developing newly qualified teachers as part of its commitment to lifelong learning for the whole school community.

ABS welcome ECTs, believing teachers new to the profession provide opportunities to innovate and keep up-to-date with the latest research and pedagogy, as well as building succession planning into the school's career structure.

All ECTs at ABS are allocated a Subject Mentor, a role which is welcomed by experienced teachers. In addition, an Induction Tutor will oversee and quality-assure your ECT year.

Aims of the ECT programme:

- To provide a high quality, inspiring, challenging and supportive ECT programme which enables ECTs to excel in their first years of teaching and meets the statutory requirements for the ECT period;
- To ensure ECTs experience high quality mentoring and coaching which enables them to make exceptional progress;
- To enable ECTs to benefit from ongoing, day-to-day support from all colleagues and from the wide range of professional development opportunities offered at Acland Burghley and partner schools.

FREQUENTLY ASKED QUESTIONS

What opportunities will I have for professional development in my ECT year?

ABS run a highly regarded ECT programme in collaboration with Parliament Hill School for Girls, La Sante Union and William Ellis School for Boys. This enables us to create an inspiring programme which draws on best practice across the schools. Workshops are consistently rated as 'excellent'. The collaboration enables facilitators to model engaging strategies which can be used in the classroom.

"I have an extremely supportive department who have played a big part in my progress as a teacher"

Can you tell me about ABS students?

ABS is an inner-London, fully comprehensive 11-18, mixed school in the London Borough of Camden. Economically and socially, the school reflects the diversity of the local community. ABS enjoys the confidence and support of parents, many of whom are active in the Parent Teacher Association and the ABS Trust.

As an Arts Specialist school, ABS has a high uptake in the visual and performing arts, celebrated by the annual Burghley Arts Fest, Dance Show and numerous musical performances.

Students are encouraged to take on genuine leadership roles, e.g. through the Student Ambassador programme, Student Council and Camden student societies.

ABS is part of the acclaimed LaSwap Sixth Form, in partnership with Parliament Hill School for Girls, La Sante Union and William Ellis School for Boys.

"Acland Burghley is a fantastic arts school. You can feel this as soon as you step into the building. The students are multitalented, diverse and vibrant which has provided me with a unique teaching environment"

What do staff like about ABS?

Teachers and support staff enjoy excellent professional relationships.

"The Burghley experience is about strong student-teacher relationships, which has been significant in facilitating a caring environment for both staff and students'"

Visitors and new staff frequently comment on the warm welcome they receive and how well they are supported, being taken 'under the wing' of more experienced colleagues.

All ECTs are allocated a buddy to help them settle into the school.

Where is ABS?

ABS is perfectly situated in Tufnell Park, a fashionable area of north London. The school is near a number of bus routes and Tufnell Park underground station is directly opposite the school. There is a car park for those who prefer to drive.

The surrounding area has an abundance of restaurants, cafes and places where staff socialise. Waterlow Park and Parliament Hill Fields are a short walk away, as is the village of Highgate and the lively area of Camden Town.

What opportunities will there be after I have completed my ECT year?

The London Borough of Camden offers a rich programme of professional development (PD) which teachers are encouraged to attend. Parliament Hill School offers *Thinking of Leadership* and *21st Century Leadership,* aimed at those considering their first leadership roles. ABS runs the LB Camden *Experienced Middle Leaders* and the *Aspiring to Senior Leadership* programmes. There are opportunities to take part in the leadership programmes run at the Institute of Education in collaboration with the National College.

These opportunities are underpinned by the ABS PD programme; a bespoke range of development opportunities offered throughout the year. These vary from fortnightly sharing of best practice at Teaching and Learning briefings to opportunities for collaboration and innovation.

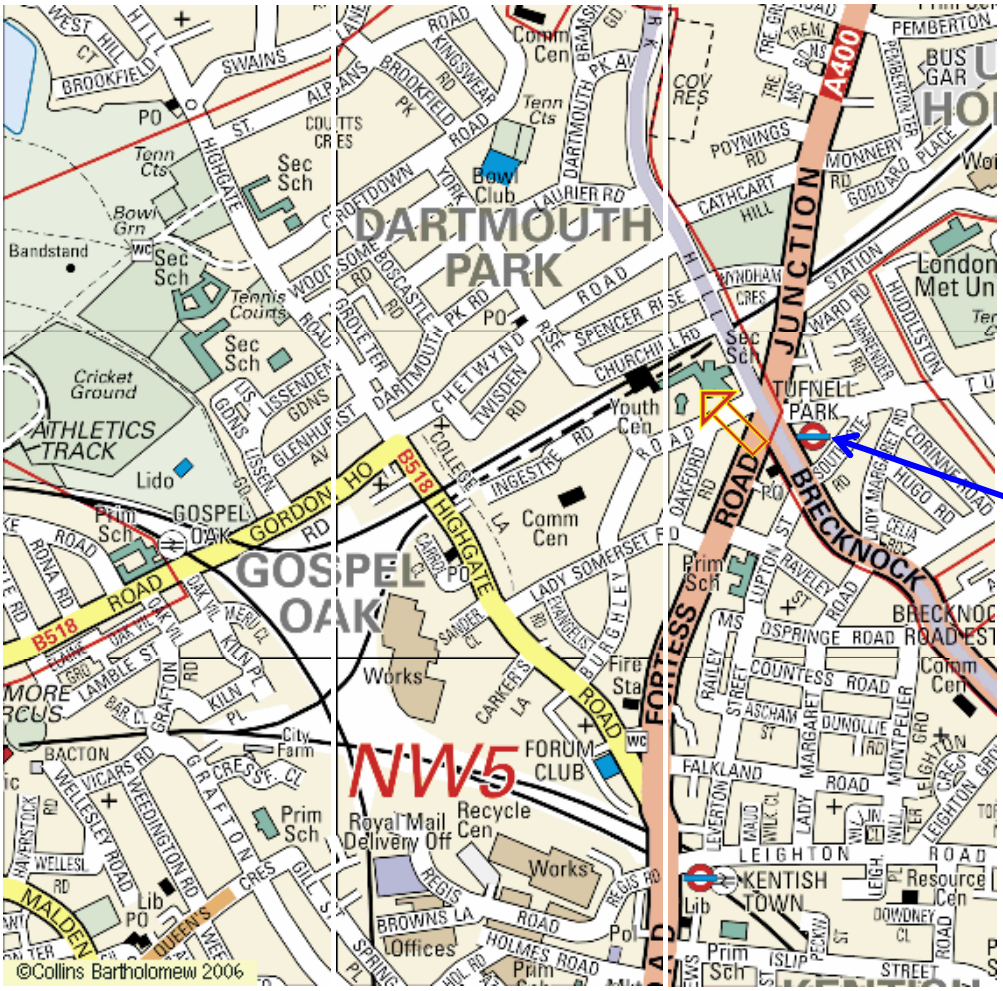
Teachers, at any stage in their career, are encouraged to take part in or lead extracurricular activities, of which there is a stimulating, varied offer.

Where can I find out more?
Please contact Michelle Lineham, HR Officer at
recruitment@aclandburghley.camden.sch.uk

Where to find us

The school stands on the border of Camden with Islington. It is close to Tufnell Park underground station and to Kentish Town (Thameslink) and several bus routes pass nearby. Car parking space is not available on the school site.

The nearest tube station is **Tufnell Park** (Northern line – High Barnet or Mill Hill East branch). The nearest train station is **Gospel Oak** (London Overground) which is a 15 minute walk from the school.



Acland Burghley School
Burghley Road
London
NW5 1UJ

t 020 7485 8515
f 020 7284 3462
e info@aclandburghley.camden.sch.uk (general enquiries)
recruitment@aclandburghley.camden.sch.uk (application enquiries)
w www.aclandburghley.camden.sch.uk

School report

Acland Burghley School

Burghley Road, London NW5 1UJ

Inspection dates	6–7 March 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher's dynamic and inspirational leadership, ably supported by governors and school leaders, has transformed this previously less-than-good school.
- Leadership is outstanding. Leaders, governors and managers have tackled swiftly the weaknesses from the previous inspection. Pupils behave well, learn effectively and achieve in this good school.
- Governance is highly effective. Governors fulfil their strategic role with rigour to ensure that the school continues to improve.
- The quality of teaching, learning and assessment is good across a range of subjects. Teachers plan learning effectively and enable pupils to make a noticeable increase in their knowledge, understanding and skills.
- Pupils' outcomes are good. In 2017, pupils' progress by the end of key stage 4 was above the national average. This is much improved from the previous year's results. Current pupils are making equally strong progress in a wide range of subjects.
- Safeguarding is effective. The school caters well for pupils' welfare, including students in the sixth form.
- Pupils who have special educational needs (SEN) and/or disabilities achieve well. They are well supported both in the school and through the resourced provision.
- The broad and balanced curriculum models the school's ethos 'creating excellence together'. This enables pupils to learn effectively in a range of subjects. Additionally, the curriculum supports pupils' spiritual, moral, social and cultural development extremely well.
- Leaders review the effectiveness of the curriculum regularly to ensure that it continues to meet pupils' needs and interests. Leaders recognise that developing pupils' literacy skills across the curriculum will improve pupils' outcomes.
- Behaviour of pupils and sixth-from students is good. Despite the school working closely with the families for pupils to attend regularly, a small group of pupils are persistently absent.
- Leadership of the sixth-form provision is good. Students' outcomes in the vocational courses are strong. While students make good progress in some academic courses, this is not consistent across all subjects.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by leaders and managers by ensuring that teachers:
  - embed literacy skills intensively across the curriculum, equipping all pupils to reach high standards and make rapid progress.
- Intensify the school's actions to reduce persistent absence rates and maintain overall attendance so that these are at least in line with the national average.
- Improve the effectiveness of the 16 to 19 study programmes so that students make sustained and substantial progress, particularly in the academic courses.

Inspection judgements

Effectiveness of leadership and management	Outstanding

- The dynamic leadership of the headteacher, well supported by dedicated governors and senior leaders, provides inspiration and energy for this rapidly improving school.
- Leaders have tackled with urgency the shortcomings from the previous inspection. This has led to significant improvements in the quality of teaching, learning and assessment, and pupils' outcomes. Leaders are relentless in their pursuit to ensure that every pupil is given the opportunity to do their very best. This is a major factor in the rise in pupils' achievements both academically and personally.
- Following the appointment of the headteacher in 2015, leadership has radically transformed this school. Leaders have established excellent links with parents and carers and quickly implemented a cleverly devised leadership structure that fosters strong teaching and pastoral care, which permeate throughout the school.
- The way in which leaders, including governors, have overcome unexpected events shows that they are highly committed to continuous improvement. They set high expectations, which are communicated through the school's ethos 'creating excellence together'. Staff share the ambition of leaders to equip pupils with the skills and resilience they require to succeed in life.
- A team of senior leaders are highly productive in supporting their colleagues and improving the performance of all staff, including newly qualified teachers. Professional development is highly effective and so staff morale is extremely high. The majority of staff who completed Ofsted's questionnaire are proud to be members of this school.
- Middle leaders of subject areas and year groups are highly effective. They make a valuable contribution towards school improvement and evaluate frequently the performance of their areas. Middle leaders are highly skilful in developing the quality of teaching and supporting pupils' needs so that pupils learn effectively.
- There is a strong sense of community that exists in the school. The understanding and respect both adults and pupils have for those who come from other cultures and backgrounds are of the highest quality. Comments from pupils and parents support this view. Leaders cultivate effectively an inclusive learning environment that respects diversity, motivates staff and values all pupils.
- Leaders are insistent on raising standards for all pupils to fulfil their potential. Self-assessment systems are robust and support accurate self-evaluation. A positive culture of accountability exists, and leaders monitor and evaluate their actions with rigour.
- The broad and balanced curriculum provides pupils with a range of learning experiences and meets their needs very effectively. Leaders and governors review the effectiveness of the curriculum regularly to ensure that it continues to inspire and challenge. Key stage 4 pupils have the opportunity to study for vocational courses to acquire the essential skills of a particular industry, for example childcare, motorcycle mechanics and sports leadership. A tailored programme for pupils who have SEN and/or disabilities enhances their life skills, for example through setting up a mini enterprise, managing money or planning for personal development.

- Alongside English and mathematics, subjects such as music, art, drama and dance add to the breadth of the curriculum. These provide opportunities for pupils to take part in productions and showcase their creative skills.
- The curriculum includes 'drop down' days, organised trips and after-school activities covering engaging topics and themes for pupils to explore. For instance, football clubs and 'Debate Mate' provide pupils with new experiences or opportunities to boost their sporting and speaking skills. The development of employability skills and careers guidance prepare pupils well for the world of work.
- Pupils are well prepared for life in modern Britain. The school's work to promote fundamental British values is effective and interwoven into the curriculum. Pupils learn about other cultures and faiths, and work together in an environment where individual contributions are respected. This supports pupils' spiritual, moral, social and cultural development extremely well.
- Leaders and governors evaluate rigorously the effect of additional funding on pupils' outcomes. They ensure that the pupil premium, Year 7 literacy and numeracy catch-up premium and SEN funding are targeted well. Most eligible pupils make strong progress and some pupils are improving towards excellent outcomes.
- Leaders and governors have ensured that the enhanced resourced provision thoroughly meets the needs of pupils who have SEN and/or disabilities. Targeted support enables pupils to join in with the learning in mainstream classes, when appropriate.
- The local authority provides a light-touch level of support for this good and improving school. Leaders and governors use external reviews to inform their work, including a recent safeguarding audit. Additionally, leaders and governors review the impact of the school's work in detail by gathering views from pupils, staff and parents. The vast majority of parents who responded to Ofsted's free-text service commented on how well leaders and school staff respond immediately and thoroughly, with a very caring approach, to any issues that they raise.

Governance of the school

- Governance is extremely strong. Governors have been highly influential in securing the rapid pace of improvements in the school, including pupils' outcomes, since the previous inspection. Governors share school leaders' ambition to provide high-quality education and be at the core of the local community.
- Governors have a sharp and accurate view of the school's performance. Governors have a wealth of experience and use their skills to hold school leaders fully to account for all aspects of school life. Similarly, the governing body regularly assesses its own performance to ensure that it retains a strategic understanding of the school.
- The governing body fulfils its statutory duties successfully, including for safeguarding. Governors are fully supportive of school leaders and staff to drive further improvements, such as raising pupils' attendance. Additional funding, including that to support disadvantaged pupils, is managed extremely well to ensure that eligible pupils benefit.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, including governors, have ensured that a culture of vigilance exists to promote pupils' safety and well-being. Frequent reviews of procedures to protect pupils' welfare ensure that safeguarding arrangements remain fit for purpose.
- Recruitment of staff is robust because of stringent pre-employment checks. Staff are appropriately trained to recognise possible signs that a pupil might be at risk of harm, including from radicalisation, extremism and child sexual exploitation. Staff know what to do should they have any concerns about a pupil's welfare.
- Leaders work closely with external agencies and parents to ensure that vulnerable pupils receive the support they need. Leaders check that referrals to professional services and planned actions have secured pupils' safety. Pupils say that they feel safe at school because there is always an adult they can talk to. Parents and staff agree with that opinion.

Quality of teaching, learning and assessment — Good

- The quality of teaching, learning and assessment has improved considerably since the last inspection and is now good. This is because leaders ensure that all teachers have access to appropriate professional development programmes. Teachers know their pupils and have high expectations of what pupils can achieve. As a result, pupils make good gains in their knowledge, understanding and skills across a range of subjects.
- Typically, teachers use effective planning to engage pupils in their learning. Teachers use their good subject knowledge and pupils' assessment information to organise well-targeted activities suited to pupils' abilities. Pupils learn well because effective use of resources and tasks challenge their thinking. This is often strengthened through skilful questioning to probe pupils' understanding.
- Pupils enjoy their learning because their teachers make it worthwhile and fun. For instance, teaching uses intriguing situations to capture pupils' interests, such as comparing different artists, discovering the muscles used when we exercise and exploring why magnets attract.
- Assessment of pupils' progress is rigorous. Teachers check pupils' work regularly, in line with the school's assessment policy. Pupils value the feedback they receive from their teachers as this encourages them to improve their work and make stronger progress.
- Leaders and teachers set ambitious and realistic targets for pupils and check their progress so that pupils stay on track with their learning. Teachers have devised detailed revision programmes so that pupils can develop their study skills and improve their progress.
- Teaching assistants support pupils' learning effectively. Teaching assistants work collaboratively with teachers to ensure that pupils are working confidently towards their targets in relation to their needs. Pupils who have SEN and/or disabilities and pupils who need extra help in their learning are well supported.

- In key stage 4, pupils' work in science displayed some variation in the quality of learning. This is a result of staffing changes and a few parents mentioned this as a concern via Ofsted's survey. School information shows that the majority of pupils' outcomes do not appear to be effected by this, as most pupils make at least good progress in science over time.
- Generally, good teaching provides most pupils with opportunities to develop strong literacy skills across a range of subjects. However, some pupils are unable to achieve high standards because literacy skills are not promoted consistently across the curriculum. Similarly, pupils are not encouraged to use high-order vocabulary within subjects, including in mathematics.

Personal development, behaviour and welfare — Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils display positive attitudes towards their learning as they want to do well. Pupils value the praise they receive from their teachers as this helps to build their self-esteem and understand how to be successful learners.
- The school caters for pupils' physical and emotional well-being well. The school encourages pupils to make good food choices and extra-curricular sporting activities promote healthy lifestyles. The breakfast club provides a positive start to the day by ensuring that a nourishing meal is on offer to pupils.
- Pupils benefit from planned events to raise their awareness of safety matters. For instance, pupils learn to keep safe while using social media and about the risks associated with gang-related activities. Additionally, Year 8 pupils learn about drugs and peer pressure.
- Pupils are aware of the different forms that bullying can take. Incidents of bullying are few and pupils say that any incidents that do occur are dealt with swiftly and effectively. Pupils say this is because 'everybody knows everybody'.

Behaviour

- The behaviour of pupils is good. Leaders and managers have adopted various strategies to promote pupils' good behaviour and self-discipline, including effective communication with parents. Teachers implement the school's behaviour for learning expectations consistently well.
- Pupils' conduct around the school and in lessons is good. Pupils' movement around the school's building helps to make for a calm and orderly environment. Good relationships between staff and pupils foster a purposeful learning culture, and low-level disruptions are rare.
- The number of exclusions for fixed periods is reducing. Leaders monitor pupils' attendance and behaviour rigorously, including the behaviour and attendance of pupils attending alternative provision. Pupils commented that there is a positive change in

how pupils act towards one another, in that they are friendlier. Parents and pupils agree that behaviour is improving at this school.

- Overall attendance is improving. Leaders have used successful actions, including governors' panel meetings, to reverse the low attendance in 2016. While attendance was in line with national figures in 2017, current school records show that pupils' attendance is not consistently strong enough.
- Assigned staff, including the attendance officer, work closely with parents. However, a small group of pupils remain persistently absent. This adversely effects pupils' learning and outcomes.

Outcomes for pupils — Good

- Pupils' performance at GCSE in 2017 shows much improvement from the published results in 2016. This is because of strong teaching, improved systems of assessment and pupils' access to better support, including revision programmes, for their learning.
- Current pupils in all year groups make at least good progress from their starting points across a range of subjects. The quality of pupils' work seen in English, humanities and languages was especially high. Similarly, good progress in most subjects, including mathematics and science, is now firmly in place.
- The majority of most-able pupils make good or better progress. Published results show that the majority of pupils with high starting points go on to reach equally high standards. Most-able pupils benefit from high-quality teaching and gaining the self-confidence that they can achieve their potential.
- Leaders use the pupil premium funding sensibly, so eligible pupils make equally good progress as their peers. This is because leaders and managers have ensured that good or better teaching for all pupils is at the heart of this school. This was confirmed by scrutiny of pupils' work, lesson observations and the school's information.
- The outcomes of pupils who have SEN and/or disabilities are good, including the pupils in 'The Base'. They achieve well and make noticeable improvements in their personal development, given their needs. Additionally, pupils who have SEN and/or disabilities learn effectively when they join the mainstream lessons with the rest of the school.
- Variations exist in the development of literacy skills and partly explain why some pupils are not making progress that is more rapid in some subjects, including English and mathematics. However, scrutiny of pupils' work showed that some pupils in key stage 3 developed secure literacy skills in some humanities subjects.
- Pupils who attend alternative provision achieve well. School leaders commit to checking that these pupils attend well and make good progress.
- Pupils are well prepared for the next stage of their education, training or employment. Alongside pupils making strong gains in their knowledge, understanding and skills, work experience enables pupils to explore what the workplace offers.

16 to 19 study programmes — Good

- The sixth-form provision reflects the high aspirations that leaders, including governors, have for the school. Proactive leadership has improved the provision by refining the curriculum, updating assessment procedures and monitoring the quality of teaching and learning. The sixth-form provision is now good.
- The sixth-form provision supports students with a range of abilities and learning needs effectively. As part of the local LaSWAP Sixth-form Consortium, students have opportunities to study a range of academic and vocational courses. Students can develop key basic skills by retaking GCSE English and mathematics if required. In 2017, most students who retook these examinations improved their grades significantly.
- Assessment of students in the sixth-form provision is robust. Teachers check students' progress regularly and provide constructive feedback in line with the school's assessment policy. Students who fall behind receive help to catch up.
- Leaders have ensured that students develop effective social and personal skills. Students are respectful to others and know how to keep themselves safe and healthy through the support and guidance they receive from their teachers. Similarly, students can access the school's professional counselling service if needed. Students' attendance in the sixth form is improving.
- Students in the sixth form receive appropriate careers advice and guidance. Work placements and related studies enable students to prepare for the world of work. A high proportion of students progress onto university courses or secure apprenticeship places.
- The quality of teaching, learning and assessment in the sixth from is effective across most courses, but not all. Teachers design engaging lessons that build on students' prior attainment and develop students' subject knowledge. Students show positive attitudes as they take an active part in their learning activities.
- The provision for vocational studies is effective. Students are successful, partly because they have a clear sense of their programme of study and assessment requirements. Thanks to this and excellent teaching, the majority of students make strong progress from their starting points.
- Current students' progress in academic subjects is variable. Students achieve well in subjects such as psychology, geography and sociology, but less well in other subjects, such as mathematics. In 2017, the proportion of pupils who transferred from Year 12 to Year 13 was lower than leaders expected. This was because students made less-than-good progress in some academic subjects.

School details

Unique reference number	100053
Local authority	Camden
Inspection number	10041957

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

Type of school	Secondary comprehensive
School category	Community
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	952
Of which, number on roll in 16 to 19 study programmes	197
Appropriate authority	The governing body
Chair	Julian Turner
Headteacher	Nicholas John
Telephone number	020 7485 8515
Website	www.aclandburghley.camden.sch.uk/
Email address	info@aclandburghley.camden.sch.uk
Date of previous inspection	9–10 February 2016

Information about this school

- Acland Burghley School is similar in size to the average secondary school.
- The school is part of a collaborative sixth form, the LaSWAP Consortium, with three other local schools.
- The school has a specially resourced provision called 'The Base' supporting pupils who have SEN and/or disabilities, including autism spectrum disorder. The Base has 21 pupils on roll, all of whom have an education, health and care plan.
- The proportion of pupils who have SEN and/or disabilities, excluding those pupils in The Base, is in line with the national average.

- The proportion of pupils eligible for the pupil premium is higher than the national average.
- The proportion of pupils who speak English as an additional language is above average.
- The school uses three alternative providers for a small number of pupils. These are College of North West London, Kings Cross Construction Skills Centre and Silverdale Motorcycle Project.
- The school has brokered support from the local authority and external consultants.
- The school runs a breakfast club and various after-school clubs each day.
- The school met the Department for Education's definition of a coasting school based on Key Stage 4 academic performance results in 2015 and 2016. It no longer met this definition in 2017.

Information about this inspection

- Inspectors made visits to 53 parts of lessons across most subject areas. Some of these visits were made jointly with leaders. Pupils' work in books and files from different year groups were analysed.
- Inspectors observed activities outside normal lessons, including assemblies and the breakfast club, and spoke to pupils during their social times. Inspectors met formally with pupils in small groups.
- Inspectors held meetings with the headteacher, senior and middle leaders, governors, staff, including newly qualified teachers, and a representative from the local authority. The lead inspector held a telephone conversation with the local authority's designated officer.
- The inspection team scrutinised a range of documents, including attendance records, exclusion logs and assessment information. Inspectors examined the school's self-evaluation, strategic plan and minutes from governing body minutes. A review of safeguarding records and procedures was carried out.
- Inspectors took account of 235 parental views expressed through Ofsted's online survey, Parent View, and 243 free-text responses.
- Inspectors considered the 59 staff questionnaires returned during the inspection. There were no responses to Ofsted's pupil survey.

Inspection team

Rosemarie McCarthy, lead inspector	Ofsted Inspector
Ian Morris	Ofsted Inspector
John Paddick	Ofsted Inspector
Geoff Butler	Ofsted Inspector
Liam Stevens	Her Majesty's 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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