

13 January 2025

Dear Candidate

Thank you for your interest in applying for the position of Year Team Leader at Acland Burghley School.

I enclose a pack containing:

1. Job advert
2. Job Description and Selection Criteria
3. Why be a ECT at ABS
4. Where to find us
5. Latest Ofsted information

The application form is available at [www.aclandburghley.camden.sch.uk](http://www.aclandburghley.camden.sch.uk) in the employment opportunities section.

Please return your completed form to [recruitment@aclandburghley.camden.sch.uk](mailto: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 Tuesday 4 February 2025. 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, online vetting checks 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 Manager

Required for September 2025

## Year Team Leader – TLR 1a (£9,782)

Permanent

Inner London Pay Scale

We are looking to appoint an outstanding Year Team Leader from September 2025. This is an exciting opportunity for a confident and energetic teacher to lead a year group, and make transformational impact on the life chances of young people in our vibrant and inclusive school. We are open to applications from teachers with any subject specialism. Please state your experience and areas of interest clearly in your application. The newly appointed Year Team Leader will likely pick up our new Year 7 cohort in September.

The successful candidate will demonstrate a passionate commitment to ensuring that every child achieves the highest possible standards. You will have a relentless determination to support students who are disadvantaged, and will be able to articulate a range of strategies for removing different barriers to learning. You will be ready to lead a team of tutors, and to work across the whole school to coordinate the programme of support available to students in your year group.

Your record of inclusive practice will demonstrate your belief in every child's entitlement to an excellent education, which drives you to ensure that no child is left behind. You will have a good understanding of the role that excellent relationships with parents and carers play in helping children to thrive. You will be ready to lead on interventions, and play your part in school events outside of term time, such as a short summer school for new Year 7 students, or half term revision for those facing public exams.

Our vision for excellence centres on detailed understanding of individual needs, situated within a clear set of values and our community ethos. We promote the role of reflection, self-awareness and dialogue in supporting personal development, and encourage students to understand the importance of self-regulation and personal responsibility. We expect all staff to model these values for the children.

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. It is 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. 20 students with EHCPs have a place in the school's specialist autism resource base. In 2020, we entered into a residency agreement with the Orchestra of the Age of Enlightenment, who now work and rehearse on our site, providing a range of exciting opportunities for the whole school community. October confirmed that we are a 'good' school in October 2023.

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.

*We welcome visits and calls from prospective applicants. To arrange an informal telephone conversation or a visit to the school, please contact Michelle Lineham, HR Manager on [recruitment@aclandburghley.camden.sch.uk](mailto:recruitment@aclandburghley.camden.sch.uk)*

**Closing date for applications: 5pm Tuesday 4 February 2025**

**Interviews: Thursday 13 and Friday 14 February 2025**

For further details of the post and to download an application pack please visit [www.aclandburghley.camden.sch.uk/employmentopportunities/](http://www.aclandburghley.camden.sch.uk/employmentopportunities/)



## Acland Burghley School

JOB DESCRIPTION			
<b>Post Title:</b>	<b>Year Team Leader</b>	<b>Grade:</b>	<b>TLR 1a</b>
<b>Department:</b>	<b>Pastoral</b>	<b>Date:</b>	<b>January 2025</b>
<b>Responsible to: Directors of Learning</b>			

### INTRODUCTION

A **Year Team Leader** works with a Key Stage Director of Learning to ensure excellent student achievement, attainment and behaviour for learning across the year group. He or she leads strategies for removing barriers to learning. As a role model for young people across the school, he or she will foster an outstanding ethos and support the development of the school's behaviour for learning policies. He or she will manage a team of Tutors and will work closely with support staff. He or she will be responsible for working with parents to ensure that every student reaches his or her potential.

The following are the main responsibilities of the post:

#### 1. Leadership and management of student progress

- To write a year team improvement and development plan.
- To lead the year team through meetings, briefings and written bulletins and communications.
- To support Directors of Learning at staff meetings.
- To lead a programme of year group assemblies.
- To lead and oversee the annual cycle of attainment and progress data from class teachers, and to oversee the production, quality assurance and distribution of reports.
- To ensure that student progress data based on each cycle of assessment is analysed and presented to appropriate audiences, including students, teaching staff, middle leaders, SLT, parents and governors.
- To identify progress data by groups, and to devise strategies for narrowing any gaps.
- To oversee preparation for parents' evenings and other whole school events including sending letters and following up non-attendance by families.
- To report at Student Progress Review meetings with the Director of Learning.
- To monitor and report on student progress indicators such as reviews of student planners, equipment, rewards and sanctions and behaviour for learning.

- To develop strategies for intervening with students who are falling behind, including those with AEN, and including plans for all Government Premium grants targeted at students in the relevant year group.
- To develop plans for supporting student progress with faculty representatives at staff meetings.
- To make recommendations regarding expenditure of the pupil premium for students in the year group.
- To manage, as appropriate, the tutor team and relevant support staff, taking responsibility for the CPD of these colleagues as part of your Year Team plan.
- To organise and deliver interventions for students who are not making sufficient progress, and to monitor the impact of these interventions.

## **2. Inclusion, Behaviour for Learning and Safeguarding**

- To ensure that procedures for safeguarding children are in place and followed by all staff.
- To lead on strategies for achieving excellence in student behaviour for learning in lessons and across the school site, in accordance with the school's behaviour policy.
- To lead strategies for supporting students to improve their behaviour where they are not yet meeting the school's expectations.
- To take a leading role in preparing paperwork for recommending student sanctions, including internal and external suspension.
- To ensure that the year group's systems for rewards and sanctions successfully support all students to make good and better progress.
- To monitor detentions and sanctions used by teaching staff, and to offer support to students and staff where behaviour is not at the required level.
- To ensure that reintegration meetings for students in receipt of internal or external exclusions are successful in bringing about improved behaviour.
- To support with the smooth running of school detentions.
- To act as a behavioural role model to staff and students.
- To maintain accurate, confidential and up to date student files, ensuring that all information is shared with relevant other parties as appropriate.
- To ensure that all information held locally is passed on for central filing.
- To be responsible for ensuring excellent attendance and punctuality across the year group.
- To follow up punctuality and attendance issues by liaising with students, parents and the attendance team.
- To complete CAFs and all student referrals as necessary.
- To attend and lead (where necessary) TAC meetings and meetings with external agencies.
- To attend inclusion meetings.
- To commission external agencies to support the behaviour and wellbeing of students.
- To take a leading role, through an appropriate rota, in the programme of whole school duties each day including: on and around the school gate at the start and end of the school day; in allocated locations at break and lunchtimes, including in the school canteen; on corridors throughout the school between lessons; on call during lessons.

- To support senior leaders in ensuring the quality of provision in the internal exclusion room, including monitoring the quality of private study, and ensuring that students placed in the IER have appropriate work set and marked.
- To lead the induction and monitoring of new students, including completing admissions interviews.

### **3. Curriculum**

- To articulate, in partnership with DoLs, HoFs and SLs, the school's curriculum intent, as applied to the year group.
- To develop a programme of activities over time to ensure the school's ethos and values, including those encapsulated in the Home-School agreement, and 'Our Learning Community', are communicated to students and celebrated with them.
- To lead the development of the Year Group's extended curriculum, including intervention groups, after school and holiday programmes.
- To monitor provision and attendance at enrichment activities, producing half termly reports.
- To devise effective programmes for tutor times and assemblies, including working with colleagues on Personal Development and RSE.
- To develop a strategic overview for the provision of assemblies, and to ensure their smooth running.
- To support DoLs and Curriculum Leaders in organising trips and visits, including accompanying and leading trips and visits for the year group.
- To support students to take up personalised study plans and to accompany them off site.
- To set up and monitor external and internal mentoring and coaching for students to support their progress.
- To lead on year councils and student voice opportunities, including student interview panels for internal and external recruitment.
- To lead the development of an inclusive educational ethos at Acland Burghley School.
- To oversee the coordination of summer schools, weekend residentials, holiday revision classes and examination results days as required by DoLs.

### **4. General**

- To take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role.
- The post holder is required to hold an enhanced DBS disclosure. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.
- The post holder is expected to adhere to all school policies and procedures, with particular regard to safeguarding and equal opportunities.
- The post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to his/her Line Manager or the School's Child Protection Officer.

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 Head teacher. 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**

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

**COMMENSURATE STATEMENT**

The postholder must demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post 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.

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Signed \_\_\_\_\_ Date \_\_\_\_\_  
Postholder

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Headteacher

# Acland Burghley School

## Person Specification

### Year Team Leader

Education, Qualifications & Experience	<ol style="list-style-type: none"><li>1. Graduate with qualified teacher status.</li><li>2. Minimum of two years' teaching experience.</li><li>3. Recent appropriate Continuous Professional Development.</li><li>4. Experience of successfully leading an aspect of pastoral provision and ability to demonstrate the impact of this work.</li><li>5. Experience of closely monitoring and raising achievement.</li><li>6. Experience of leading a team.</li></ol>
Knowledge, Skills & Understanding	<ol style="list-style-type: none"><li>1. Has the knowledge and understanding of current and national issues including the National Curriculum, Ofsted frameworks and 2015 SEN Framework and Code of Practice.</li><li>2. Good knowledge of strategies for inclusion, including multi-agency work and working with families.</li><li>3. Knowledge of tracking and target setting to raise attainment at individual student, cohort and whole-school level.</li><li>4. Ability to analyse data, present findings and implement improvements.</li><li>5. Ability to communicate effectively, both orally and in writing with a range of audiences.</li><li>6. Ability to make sound and informed judgements on the quality of teaching &amp; learning observed, giving quality feedback using a coaching model.</li><li>7. Proven administrative and organisational skills, including managing budgets.</li><li>8. Proven ability to motivate and inspire students and colleagues.</li></ol>

	<ol style="list-style-type: none"> <li>9. An ability to continuously develop the pastoral, career, and university progression of our students.</li> <li>10. Experience in helping young people to overcome the personal, motivational, and academic challenges involved in school life.</li> <li>11. Knowledge and understanding of common MIS.</li> <li>12. Knowledge and understanding of timetabling and curriculum design.</li> </ol>
Professional Expertise	<ol style="list-style-type: none"> <li>1. Outstanding classroom practitioner at any Key Stage.</li> <li>2. Experience of self-evaluation and development planning procedures.</li> </ol>
Monitoring, Evaluation & Review and Accountability	<ol style="list-style-type: none"> <li>1. Has the skills and aptitude to lead and manage colleagues and to be accountable for student outcomes.</li> <li>2. Ability to monitor performance (student, curricular, faculty, pastoral).</li> <li>3. Is able to evaluate and review progress and evaluate and implement change as necessary.</li> </ol>
Other Professional Requirements	<ol style="list-style-type: none"> <li>1. A willingness to initiate and participate in both cross curricular and extra-curricular activities.</li> <li>2. Has the ability to work with parents, external agencies and the wider community.</li> <li>3. Determination to promote a culture that celebrates success.</li> <li>4. Leads by example, setting high standards of punctuality, dress and conduct.</li> <li>5. Clarity of thought and vision with proven ability to finish a task.</li> <li>6. Desire and aptitude to develop professionally beyond this post and apply for senior leadership within 5 years.</li> </ol>



## 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 *21<sup>st</sup> 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.

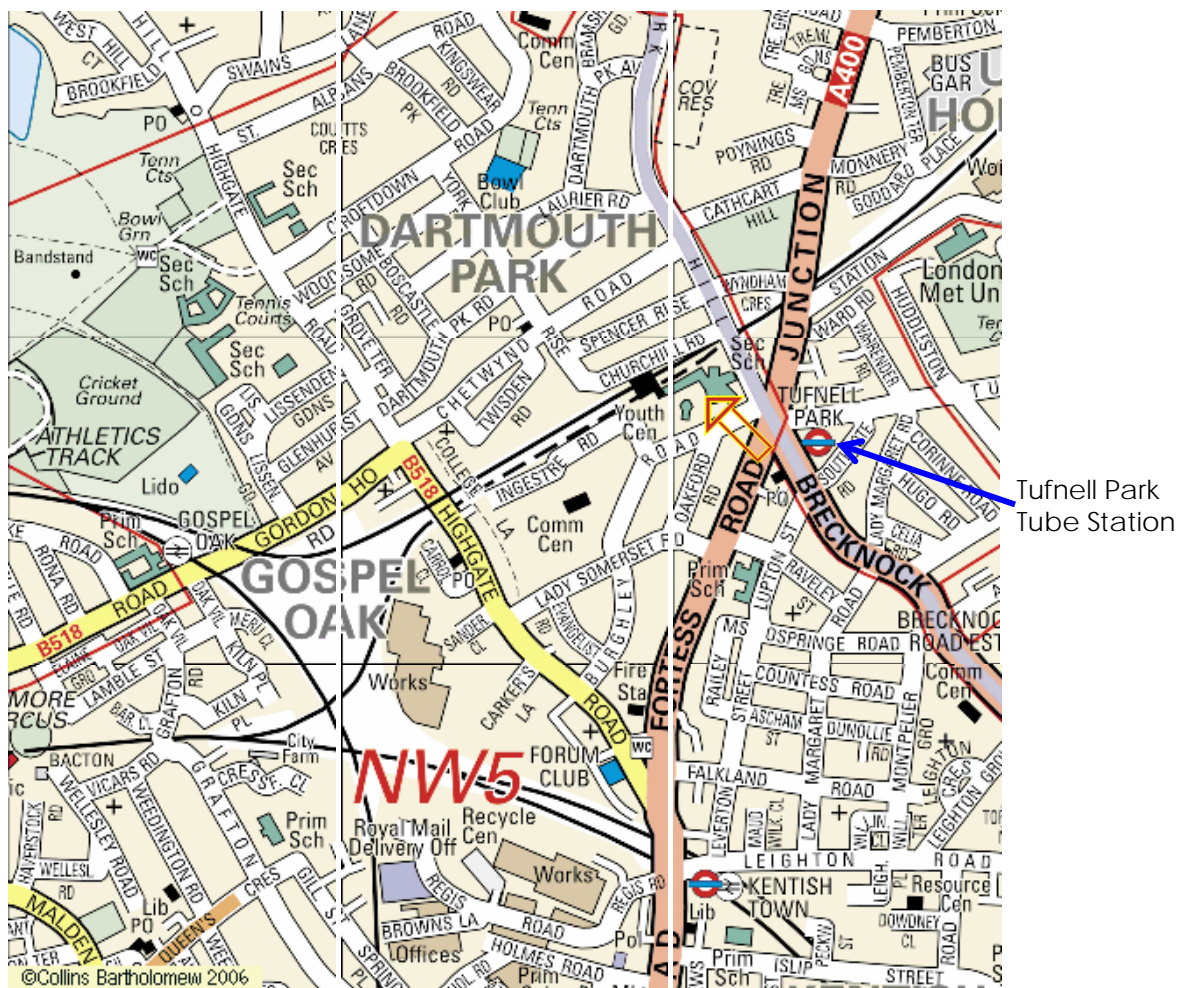
### **Where can I find out more?**

Please contact Michelle Lineham, HR Manager at [recruitment@aclandburghley.camden.sch.uk](mailto: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.



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f 020 7284 3462

e [info@aclandburghley.camden.sch.uk](mailto:info@aclandburghley.camden.sch.uk) (general enquiries)

[recruitment@aclandburghley.camden.sch.uk](mailto:recruitment@aclandburghley.camden.sch.uk) (application enquiries)

w [www.aclandburghley.camden.sch.uk](http://www.aclandburghley.camden.sch.uk)

# Inspection of a good school: Acland Burghley School

Burghley Road, London NW5 1UJ

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Inspection dates:

18 and 19 October 2023

## Outcome

Acland Burghley School continues to be a good school.

## What is it like to attend this school?

Leaders have developed an inclusive community in which all pupils feel welcome. Staff know pupils very well, which ensures they are safe. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils behave well during lessons and around the school site. On the rare occasions when low-level disruption occurs, teachers use clear systems to address it. Pupils enjoy school. They are enthusiastic, happy and take pleasure in learning.

Pupils take part in a range of wider opportunities in the school. These include clubs for creative writing, debating and coding. Students in the sixth form are encouraged to plan and deliver their own clubs for younger pupils in the school. Pupils take part in leadership opportunities, including the student council, the diversity group, and eco-warriors.

There is a wide range of music and sporting opportunities. These include a variety of sports clubs and competitions, choirs and ensembles, and a partnership with a professional orchestra. Pupils have further opportunities to develop their characters through delivering assemblies. They also create podcasts and take part in regular in-class debates.

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

Leaders have developed a curriculum that is ambitious and in line with the expectations of the national curriculum. They have identified the key knowledge and skills they want pupils to learn. The curriculum progressively builds on pupils' knowledge over time.

Teachers have strong subject knowledge and present information clearly during lessons. They make adaptations to ensure that pupils with SEND can access the same ambitious curriculum. Staff match work for pupils to their individual needs, including a personalised curriculum for those with more complex needs.

Sometimes, teaching does not check or deepen pupils' understanding before moving on to new content. This means that, on occasion, pupils do not commit knowledge to their long-term memories.

Staff swiftly identify pupils who may struggle to read when they join the school. They identify pupils' individual needs and put in place bespoke support quickly. This ensures that pupils make rapid improvements in their fluency and confidence in reading. A range of strategies are in place to promote a love of reading. Pupils all read regularly in school, including during library lessons, tutor periods and whole-school reading events. Leaders ensure that pupils with SEND receive strong support with their reading.

Pupils generally demonstrate positive attitudes to their learning. Typically, they take great care over their work and produce work of a high quality. On occasion, pupils lose focus in class. Sometimes, staff do not ensure that they support pupils to concentrate on their learning consistently well. Leaders support pupils to have high attendance. They have robust and bespoke procedures in place to enable pupils to attend regularly.

Leaders have designed a comprehensive and well-planned personal development curriculum. This helps pupils to develop an understanding of how to stay safe and healthy. Staff are highly effective at assessing pupils' understanding of these topics. They put in place bespoke support, sometimes using external providers, to support any pupil who needs to deepen their understanding.

Leaders provide a broad range of outings, in which all pupils participate. All pupils, including pupils with SEND, are involved in these opportunities. This helps to enrich pupils' broader personal and cultural development. These include visits to concerts, museums and an outdoor activities centre.

Leaders make sure that all pupils access high-quality careers, advice and guidance. The school welcomes a range of external speakers, including employers and speakers from universities. A variety of talks and workshops ensure that pupils are well informed of their future options and build important employability skills. Students in the sixth form receive high-quality guidance to support their future education and employment.

Leaders look after the health and welfare of staff. They are conscious of the pressures of workload and explore strategies to minimise this where possible. Leaders have built strong working relationships with parents and the local community.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- On occasion, teaching does not check pupils' understanding and identify misconceptions consistently well. This means that, sometimes, pupils are not fully

ready to learn new content and commit knowledge to their long-term memories. Leaders should develop the expertise of all teachers so that they consistently identify and address any gaps in pupils' understanding.

- On occasion, staff's expectations of pupils are not high, including in keeping all pupils attentive in lessons. As a result, some pupils do not demonstrate a consistently positive attitude to the quality of their work. Leaders should ensure that all staff have consistently high standards for the quality of work produced and support pupils to focus and concentrate.

## Background

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

This is the first ungraded inspection since we judged school to be good in March 2018

## How can I feed back my views?

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

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

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100053
<b>Local authority</b>	Camden
<b>Inspection number</b>	10289763
<b>Type of school</b>	Secondary
<b>School category</b>	Community school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,163
<b>Of which, number on roll in the sixth form</b>	267
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kim Issroff
<b>Headteacher</b>	Nicholas John
<b>Website</b>	<a href="http://www.aclandburghley.camden.sch.uk">www.aclandburghley.camden.sch.uk</a>
<b>Date of previous inspection</b>	March 2018

## Information about this school

- The school uses five alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, and a range of staff. They also met with members of the governing body and a representative from the local authority.

- The inspectors carried out deep dives in the following subjects: art, mathematics, science and history. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils, and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

### **Inspection team**

Simon Conway, lead inspector

His Majesty's Inspector

Ed Simmons

Ofsted Inspector

Sam Johnson

His Majesty's Inspector



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