

30 November 2018

Dear Candidate

Thank you for your interest in applying for the position of Administrative Officer 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 report

The application form is available at [www.aclandburghley.camden.sch.uk](http://www.aclandburghley.camden.sch.uk) in the vacancies 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 Monday 17 December. 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 Head Teacher.

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

Yours sincerely

Michelle Lineham  
HR Officer



## Administrative Officer

Permanent and fixed term positions available.

*Permanent position available 35 hours per week, 42 weeks per year*

*Maternity Cover available 35 hours per week from January 2019 to October 2019*

*Please indicate your preference on your application.*

*35 hours per week, term time, INSET + 3 weeks (total 42 weeks per year)*

*Scale 4 point 18, salary £20,645 per annum (Mat cover pro rata salary is £17,204)*

*Required for January 2019*

*The Governing Body of Acland Burghley School is seeking to appoint two exceptional Administrative Officers to join the Central Administration Team. The successful candidates will have a passion for customer service, high level organisation and prioritisation skills, and a genuine interest in working with young people.*

*The post holders will be the first point of contact for visitors and telephone calls to the school and therefore will need to create an excellent first impression to all. They will need to demonstrate exemplary professionalism and proactivity and be able to deal with a wide range of requests in a busy, high profile setting.*

*The post holders will be required to undertake a wide range of administrative duties, including taking the lead in some specific areas, and will therefore need to be highly organised, have excellent IT skills and the ability to balance the varied requirements of the role. They will need strong communication skills and the ability to form positive relationships with staff, students, parents and visitors. Above all, applicants for the posts should demonstrate a commitment to working to support the school to enable every child to succeed.*

*One post will primarily involve reception and general school administrative duties. The other post will primarily deliver administrative support for our Additional Education Needs provision as well as our behaviour and safeguarding processes, so an understanding of and interest in this area of work would be beneficial.*

*Situated close to Hampstead Heath in the heart of North London, Acland Burghley is a mixed, inclusive, community comprehensive 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.*

*If you would like to play your part in securing outstanding provision for our students, we would very much like to hear from you.*

*For further details of the post and to download an application pack please visit [www.aclandburghley.camden.sch.uk](http://www.aclandburghley.camden.sch.uk). Please note: we do not accept CVs.*

**Closing date:** 9am Monday 17 December 2018

**Interviews:** Wednesday 19 December 2018

*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 and to demonstrate full understanding of the school's safeguarding policies and procedures.*

**Acland Burghley School, Burghley Road, London NW5 1UJ**

**☎ 0207 485 8515 Fax: 0207 284 3462**

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

**Email: [recruitment@aclandburghley.camden.sch.uk](mailto:recruitment@aclandburghley.camden.sch.uk)**

# London Borough of Camden Acland Burghley School

## JOB PROFILE

### ADMINISTRATIVE OFFICER

<b>POSITION TITLE:</b> <b>Administrative Officer</b>	<b>DIRECTORATE:</b> Children Schools & Families
	<b>DIVISION:</b> Acland Burghley Secondary School
<b>PAY LEVEL: Scale 4</b>	<b>SECTION:</b> School Administration Team
<b>REPORTS TO: School Administration Manager</b> (Sixth Form post to be task managed by Director of Learning for Key Stage 5, AEN & PABS post to be task managed by Director of Learning for AEN, Head of AEN Faculty and Lead Practitioner for PABS as appropriate)	
<b>STAFF SUPERVISED: None</b>	

## JOB PURPOSE

To provide high level administrative support to departments across the school, working as part of the central administration team to undertake any administrative duties required to support the effective running of the school.

To deliver excellent customer service by providing an efficient, professional and welcoming reception and telephone service for students, parents and visitors to the school.

**The 5 Administrative Officer post holders will form part of the central administration team. One post holder will be Administrative Officer (AEN & PABS) and one will be Administrative Officer (Sixth Form). These two post holders will focus primarily on the AEN & PABS or Sixth Form section of the following job description and the General section, but may also be required to undertake the other sections. The other 3 Administrative Officer post holders will focus primarily on the other sections but may also be required to undertake the AEN & PABS and/or Sixth Form sections.**

## MAIN DUTIES AND RESPONSIBILITIES

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### Administration

- Lead on administration processes for various activities as directed by the School Administration Manager, including (but not limited to):
  - School trips
  - Admissions
  - Transition
  - Student lockers
  - First aid, accident reporting, student medical records and medication
  - Behaviour administration
  - Sixth Form
- Provide administrative support by carrying out administrative requests made through the School Administration Manager by staff in any school department, including the Senior Leadership Team.
- Carry out typing, photocopying, minute taking and both manual and electronic filing.
- Prepare and collate information packs for staff, student and parent events.
- Carry out mail-outs including using mail-merge (emails, texts and post).
- Deal with correspondence including sorting and distributing post and addressing and franking all outgoing mail.
- Maintain logs and spreadsheets using Excel (e.g. first aid log, behaviour reports, detention list, etc.)
- Up-keep of staff trays, telephone list, email list and similar.

### Reception

- Provide excellent customer service, helpfulness and professionalism to all visitors to reception and all phone callers, including students and staff.
- Welcome visitors to the school, ensuring that the school safeguarding procedures are adhered to at all times.
- Deal professionally with parents and students, at times under stressful conditions, i.e. as a result of disruptive behaviour.
- Provide an excellent telephone service, ensuring that all calls are answered promptly during opening hours.
- Handle initial telephone or face-to-face enquiries, requests and complaints from parents or members of the public with professionalism, dealing with the enquiry at first point of contact wherever possible and passing on an accurate message in a timely manner where necessary.
- Contact parents on behalf of middle leaders, leadership team and office manager; arranging appointments and getting permission to send students home.
- Sell low cost equipment, such as stationery, to students and be responsible for these minor financial transactions.
- Open and/or close the Reception area on time each day, securing all filing cabinets and equipment drawers in the evening.
- Monitor students in the First Aid Room, ensuring they receive appropriate treatment and safeguarding policies are applied, and that all forms/logs/communications are completed as required.
- Administer first aid to students, staff and visitors; deal with students sent to the office ill or injured and make decisions whether to call an ambulance, alert other staff or parents in line with the school's policies and procedures.
- Daily update of information screen in the main foyer using PowerPoint.

### **Data Administration**

- Provide data administration support, including but not limited to the following:
  - Generate and print reports as required from SIMS and other appropriate software for a range of purposes including preparation for meetings and events (collating them into packs as necessary) as well as to enable regular analysis by Senior Leadership Team, year team leaders and others.
  - Carry out data entry in SIMS and other appropriate software as required for a range of purposes including creating student records, timetables, tutor groups, achievement and behaviour data, and other requirements.
  - Carry out analysis of data from parent surveys, feedback from Open Evening and other school events, and student surveys as and when they are undertaken.
  - Assist with the analysis of Free School Meal data for Census.
  - Maintain the SIMS database, ensuring that it is up to date with UPNs, change of addresses and contact details, allergy information, etc.

### **Design and Branding**

- Work with the Communications Manager as required in order to provide design and branding to support communications and events, including but not limited to the following:
  - Take photographs of events, activities and facilities for use in a range of publications.
  - Design and produce, using desktop publishing and other software packages, high quality, professional promotional materials, agreed publications and curricular materials, in line with the school's identity guidelines.

### **AEN & PABS**

- To provide a comprehensive administrative service to the AEN & PABS faculty, to include:
  - Effective liaison with external agencies, including feeder schools, often acting as first point of call for AEN & PABS.
  - Effective liaison with other school departments to request particular information (student files, CP information, student progress, etc.) and provide information as required.
  - Take accurate, confidential minutes at a range of meetings and circulate them promptly.
  - Maintain confidential filing, both paper and electronic, including the Child in Need, Looked After Children, and Child Protection files, the SEN register, medical and at risk registers, and any relevant data within SIMS.
  - Use SIMs and welfare files to record meetings, telephone calls and other interventions.
  - Ensure students welfare files are created and maintained for students requiring one.
  - Chase up files for students new to the school and ensure they are read providing summary sheets where necessary.
  - Carry out photocopying, typing, post sorting and mail-outs (email, text and post).

- Organise diaries within the team as appropriate and produce invitations to Annual Reviews and other meetings safeguarding meetings.
- Request information for meetings from members of school staff and outside agencies to ensure information sharing at meetings is accurate.
- Provide safeguarding and inclusion administrative support to the Designated Safeguarding Lead and her team, to include:
  - Monitor the phone line and secure email box (currently EGRESS) of the DSL to ensure that all messages are dealt with promptly and confidentially. This requires holding the secure log in details and being responsible for prioritising issues, responding and passing on information in a timely manner.
  - Arrange meetings as required, including arising from messages via EGRESS and the DSL phone line.
  - Prepare reports and agendas for Inclusion Meetings and attend and take accurate, confidential minutes, circulating them promptly.
  - Log all safeguarding training in a centralised system ensuring relevant governors are also supported in their roles.
  - Receive appropriate eCAF training in order to complete eCAFs and send them to appropriate agencies, in liaison with other staff as appropriate.
- Provide behaviour administrative support to the PABS Team to enable the school to maintain consistently high standards of behaviour and to ensure achievements are celebrated, to include:
  - Undertaking all administrative tasks relating to whole-school systems for behaviour management, including rewards, sanctions, incident investigation and reporting and exclusions.
  - Administer whole-school Behaviour for Learning rewards, including the production, publication and distribution of praise cards, letters, vouchers and prizes as appropriate and in SIMS the recording, tracking, and provision of reports on praises and other school rewards.
  - Administer whole-school Behaviour for Learning sanctions including the production, publication and distribution of detention lists and resources, student/tutor/parent alerts and communications in accordance with agreed deadlines and in SIMS the recording, tracking, and provision of reports on incidents, concerns and sanctions.
  - Administer the on call duty including the production, publication and distribution of the on call rota, logs, cover lists and behaviour monitoring rotas; the recording in SIMS of on call concerns and related information; and the production, publication, collation, processing, scanning, distribution and filing of student and staff statements for more serious incidents as part of on call investigations.
  - Administer the documentation for internal and fixed-term exclusions in accordance with agreed deadlines, including in SIMS the recording, tracking, and provision of reports on exclusions and communicating as appropriate with other stakeholders and agencies, including the Headteacher and their PA.
  - Support the admin staff leading on permanent exclusions.
  - Enter incident reports in SIMS database ensuring that this is kept up to date at all times and that data is classified correctly to enable returns to be produced as required.
  - Use the text message alert service in SIMS, the bulletin and other appropriate methods to communicate as necessary with parents and



- carers concerning behaviour administration, using relevant information from the Attendance Officer.
- Provide Additional Educational Needs administrative support to the SENDCO and other members of the AEN faculty, to include:
  - Keep up to date diaries for all AEN meetings including annual reviews.
  - Administer 'special needs and additional needs' arrangements for KS3/4 pupils e.g. ensuring that staff are aware of mobility problems.
  - Record, monitor, analyse and act upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas.
  - Provide administrative support as appropriate to AEN staff which will include preparing statements, profiles and additional reports.
  - Produce and collate the appropriate documentation for annual reviews of SEN students.
  - Assist the SENDCO/Examinations Officer with special exam arrangements for pupils with special needs.
  - Update support timetables for TLAs and students as required.
  - Collate Individual Feedback for pupils on the SEN register and at risk register and preparing them for reviews.

### **Sixth Form**

- To be responsible for all aspects for administration for the Sixth Form office, provide support to the Sixth Form management team and liaise with other LaSWAP consortium schools.
- Minutes, filing, typing, reports
- Responsible for annual enrolment procedures for Sixth Form including organising and scheduling of new intake interviews during August, collecting book deposits and distributing students' ID cards.
- Liaise with LaSWAP co-coordinator and other LaSWAP administrative assistants to ensure a smooth flow of information between the 4 schools in the consortium.
- Provide reports and statistical information for LEA, DfE, LSC and other outside agencies in liaison with other staff across the consortium.
- Responsible for the distribution of student reports liaising with subject teachers, tutors, and the Sixth Form management team.
- Assist in organising Parents' Evenings and other meetings, including cross consortium meetings.
- Assist in the collation and distribution of exam results, information and timetable.
- Manage and be responsible for the Sixth Form data in SIMS, ensuring all records are up to date including attendance, punctuality, attainment, awards and progression data, and that new students to the Sixth Form are recorded accurately in SIMS.
- Produce reports and management information e.g. destinations and retention, from SIMS as needed and present in a clear and easily understandable format.
- Administer cross consortium pupil issues, including attendance returns, exam entries and Cause for Concerns.
- Responsible for monitoring and administration of the Sixth Form attendance returns including registers for Year 12 and 13 for students who have lessons across the consortium, chasing up non-completion of registers by staff.
- Follow up sixth form absence sheets, including engaging with students directly as appropriate and producing letters to parents of students' attendance.

- Collate and distribute attendance data to Sixth Form tutors and management team.
- Oversee the systems for the annual registers of students applying for Educational Maintenance awards, 16 – 19 Access Awards and other grants and awards and for the data collation, registration and collection of all award applications.
- Responsible for administering and monitoring Student Access Funds and other grants.
- Advise students on the claiming of Educational Maintenance Awards (EMA) and research other awards to ensure the widest possible take up, undertake the primary role between students and other agencies responsible for awards as required, manage the weekly payment to students and the appeals process and communicate payment decisions to parents/students weekly.
- Assist on UCAS, Oxbridge and Art Foundation application procedures, Post 16 awards, higher education fee assessments and student identification systems.
- Supervise students in supervised study sessions as required.

### **General**

- Work as part of a team to deliver the varied tasks across the school, showing flexibility to meet the demands required.
- Produce, maintain and share up to date "how to" guides for all key aspects of their role in order that others can cover in their absence.
- Establish and maintain good relationships with all colleagues, students, parents/carers, suppliers, contractors and outside agencies.
- Participate in school events such as open week and contribute to promoting the school to the wider community.
- Provide excellent customer service at all times.
- Show commitment to their continued professional development and performance management.
- Undertake INSET and training and participate in appropriate school meetings.
- Undertake first aid training in order to act as a first aider within the school.
- Undertake specific Office Duties in the event of a fire evacuation or other emergency as described in the Fire Evacuation Procedure.
- Undertake any other duties, appropriate to the grade, which may be required as directed by the School Administration Manager or Headteacher.

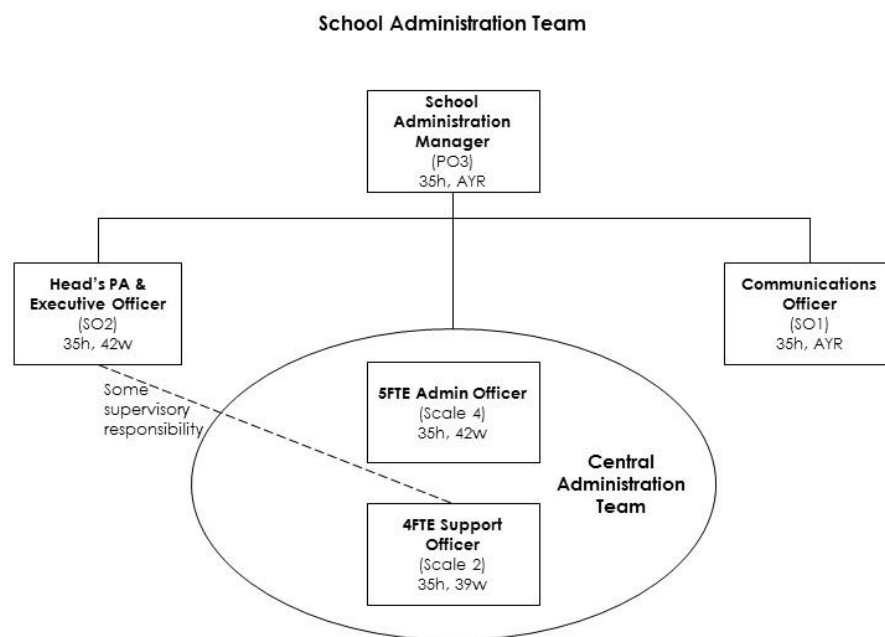
**Note:** All Camden employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties.

**NASBM PROFESSIONAL STANDARDS TO BE ADDED**



## STRUCTURE CHART

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## WORK ENVIRONMENT

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Post holders will be located in the general office (including reception and first aid area), Sixth Form office or AEN/PABS department as required.

This is a term time plus INSET days plus 3 weeks post (42 weeks per year). Post holders are required to work 35 hours per week between 7.30am and 5.00pm, with an hour for lunch. Sixth Form and AEN & PABS post holders are likely to be expected to work from 8.30am to 4.30pm. Other post holders will work either the 7.30am to 3.30pm shift or the 9.00am to 5.00pm shift and to take their lunch according to the rota, in order to ensure coverage at reception and on the phone line between 7.30am and 5.00pm. Shifts may vary and post holders will be expected to be flexible in their hours in order to meet business needs, including supporting at after school events as required.

Post holders are required to work on all INSET days.

Post holders are required to hold an enhanced DBS disclosure.

Post holders will be expected to work to deadlines as they arise. Guidance and time management advice will be provided by their line manager.

Post holders are expected to adhere to all school policies and procedures.

## WORK CONTEXT

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### **Communications and working relationships**

- Post holders are members of the school's Central Administration Team, which forms part of the School Administration Team. Post holders are regularly required to work closely and have strong relationships with all members of this team and to make positive contributions to team meetings.
- Post holders may be required to work closely with the Headteacher, senior leadership team, other support staff managers, year team leaders, student progress leaders, heads of faculty and heads of departments as the need arises, although this will generally be under the direction of the School Administration Manager.
- Communications into and out of the School Administration Team should be treated as confidential.
- Post holders may be required to receive initial complaints from members of the school community and the general public and will be responsible for forwarding them to relevant staff under guidance from the School Administration Manager.
- Post holders will be required to communicate regularly with parents and students on behalf of the school.

### **Innovation (decision making and creativity)**

- Post holders will be required to make, at times, critical first aid decisions using their professional judgement.
- Post holders will be expected to use initiative, including making suggestions for improvements and exercise judgement in determining priorities for themselves.
- Post holders will also be expected to have flexibility to adapt to changing school priorities.
- Post holders will be prepared to develop new skills and working methods in order to effectively respond to changing school needs, under the guidance of the School Administration Manager.

### **Resource management**

None

### **Equal Opportunities statement**

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

### **Safeguarding**

The post holders' responsibility for promoting and safeguarding the welfare of children and young people for whom they comes into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy at all times. If, in the course of carrying out the duties of the post the post holders become aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to their Line Manager or the School's Designated Safeguarding Lead Officer.

### **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.

## **PERSON SPECIFICATION**

### **QUALIFICATIONS**

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Essential:

- GCSE maths and English at grade C or above, or the equivalent.
- First Aid at Work qualification (full course not appointed person course) or willingness to obtain.

### **KNOWLEDGE**

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Essential:

- Able to demonstrate a good standard of literacy and numeracy.
- Commitment to working within the School's aims with regard to safeguarding, equal opportunities and raising achievement.
- Able to handle confidential information with complete discretion.
- A genuine interest in education and being part of the school community.
- An understanding of the issues that may affect young people.
- An understanding of Health and Safety in the workplace and a willingness to undertake any training that may be required.

Desirable:

- Knowledge of SIMS or equivalent database experience.

### **SKILLS**

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Essential:

- ICT skills, including MS Word, Excel, Outlook, PowerPoint and the ability to use mail-merge.
- Outstanding interpersonal skills and ability to communicate effectively, both orally and in writing; able to deal with students, staff, parents and other visitors to the school in a professional calm, polite and friendly and helpful manner.
- Ability to work on own initiative and prioritise tasks.
- Ability to establish and maintain effective relationships with staff, students and parents.
- Ability to work under pressure and deal with competing demands.
- Ability to maintain accurate records and filing systems.

### **EXPERIENCE**

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Essential:

- Experience of working in a customer service role.
- Experience of working within a team environment and the flexibility that this may at times require.

Desirable:

- Experience of working within a school or similar environment with vulnerable people.

- First Aid experience

## 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.



Tufnell Park  
Tube Station

Acland Burghley School  
Burghley Road  
London  
NW5 1UJ

t 020 7485 8515

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)

# Acland Burghley School

Burghley Road, London NW5 1UJ

## Inspection dates

6–7 March 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
16 to 19 study programmes	<b>Good</b>
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-form 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 affects 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 form 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	<a href="http://www.aclandburghley.camden.sch.uk/">www.aclandburghley.camden.sch.uk/</a>
Email address	<a href="mailto:info@aclandburghley.camden.sch.uk">info@aclandburghley.camden.sch.uk</a>
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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