

2 October 2019

Dear Candidate

Thank you for your interest in applying for the position of Second in charge of Science 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 midday on Thursday 17 October 2019. 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

*Required for January 2020*

## **Second in charge of Science**

**Permanent, full time basis**

**TLR 2b (£4,529), Inner London Pay Scale**

The Governors of Acland Burghley School are looking to appoint an exceptional Second in Charge of Science from January 2020.

This is an exciting career opportunity for an outstanding classroom teacher, who is ready to lead others to create exceptional provision for all our students. The successful candidate will be passionate about scientific learning and will have a strong commitment to ensuring that every child achieves the highest possible academic standards. We would welcome applications from specialists in Biology, Chemistry or Physics.

You will already have made impact on the results of students in your classes, and may already have experience of supporting other colleagues to transform standards across a team. You will be able to articulate a vision for developing academic pathways for scientists from 11-18, and will be ready to lead with confidence on assessment, teaching and learning.

We teach separate sciences and the combined trilogy specification at GCSE, as well as A levels and BTEC Applied Science in the sixth form. We are members of the Camden STEAM hub.

Situated close to Hampstead Heath in the heart of North London, Acland Burghley is a mixed, inclusive, community comprehensive which enjoys high levels of parental support, and a close collaborative relationship with other local schools. It is part of the popular and highly successful La Swap Post-16 consortium with Parliament Hill, La Sainte Union and William Ellis Schools. For the last two years we have been heavily oversubscribed in year 7.

Middle leaders in the school receive a high level of support, including a training and development programme through the Camden Schools Led Partnership. If you share our passion for ensuring high standards for all, and have the ambition to help transform Science provision 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 email Michelle Lineham on [recruitment@aclandburghley.camden.sch.uk](mailto:recruitment@aclandburghley.camden.sch.uk).

**Closing date for applications: Midday, Thursday 17 October 2019**

**Interviews: Monday 28 October 2019**

**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).**

*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.*



JOB DESCRIPTION			
<b>Post Title:</b>	<b>Second in charge of the Science Faculty</b>	<b>Grade:</b>	<b>Inner London Pay Scale TLR 2b</b>
<b>Department:</b>	<b>Achievement and Standards</b>	<b>Date:</b>	<b>September 2019 Temporary (one term)</b>
<b>Responsible to: Head of Faculty</b>			

### **Job Purpose**

The Second in charge of Science supports the Head of Faculty in leading the faculty. S/he has particular responsibility for a specific key stage: planning, monitoring and evaluating all aspects of provision and supporting students and staff to high achievement.

### **Responsibilities**

#### ***Leadership, management and development planning***

- To contribute to the smooth day-to-day running of the faculty and to communicate and uphold high behaviour and learning expectations
- To contribute to the development, implementation, review and evaluation of the faculty's development plan
- To lead on aspects of self-evaluation within the faculty
- To prompt the implementation of school policies within the faculty and to support good working practices
- To represent the faculty at internal and external meetings
- To attend school policy-making or other meetings as required
- To keep abreast of and communicate current educational issues relevant to the responsibilities of this post

#### ***Curriculum, Learning and Teaching***

- To be responsible for the curriculum for a specific key stage, its quality and its effective delivery by the team as a whole
- To monitor, evaluate and develop the quality of the maths curriculum and maths teaching, with staff, students and other contributors, for a specific key stage
- To develop, share and keep under review maths schemes of learning for a specific key stage so that they:

- meet statutory requirements and the school's aims, policies and ethos;
- are differentiated to meet the needs of all students including target groups identified across the school
- reflect good practice in active maths learning and assessment for learning
- secure continuity and progression in curriculum objectives and content, the development of personal learning and thinking skills, and homework and independent study
- utilise the skills and experience of maths teachers and attached teaching assistants
- With the Head of Faculty and the other postholders, to lead learning and teaching strategies which stimulate student interest and involvement, meet the needs of individual learners and secure progress, drawing on good practice in other areas
- To support the setting, completion and marking of challenging homework
- To ensure provision of cover work when needed
- With the Head of Faculty and the other postholders, to communicate effectively with all teachers about the curriculum and to ensure straight-forward access to schemes, exemplars and resources
- To support the Head of Faculty in ensuring that students and their parents are provided with information and guidance about the maths curriculum
- To develop and contribute to the extra-curricular activities and out-of-classroom experiences run by the faculty

### ***Student Progress, Achievement, Assessment and Reporting***

- To be responsible for progress, learning outcomes and examination/test results of a specific key stage
- To contribute to the development and implementation of procedures for accurate assessment and recording of student progress, in line with school and national policy
- To contribute to the development of processes to arrive at robust and standardised levels and grades for all students
- To prompt regular and timely feedback to students from faculty staff through marking, diagnostic feedback, and assessment for learning strategies
- To ensure agreed students know their current levels and targets and how to proceed to the next level, and that parents receive this information through reports and parents' evenings
- To work in partnership with other specialists in the school so that all students, including those with SEND and those who are gifted and talented, are able to make expected progress
- With the Head of Faculty and the other postholders, to track, monitor and analyse student progress and lead intervention on under-achievement, in and outside the classroom
- To prompt the completion of reports, monitoring, and other documents relating to students in, as required

### ***Student and staff well-being and development***

- To support the full implementation of relevant legislation and guidance in relation to the protection and safeguarding of children and young people
- To be a tutor and participate in the academic and pastoral support and monitoring of a tutor group
- To contribute to the development and welfare of students within the faculty, in partnership with pastoral teams and parents/carers

- To prompt the full use of the school's rewards policy and discipline processes within the faculty
- To take responsibility for the performance management of agreed faculty staff
- To assess, with the HoD and team members, the development needs of faculty colleagues and, seek, lead and/or support appropriate CPD
- To deputise for the Head of Faculty as required

*The generic job descriptions for a classroom teacher and tutor also apply  
All teachers are expected to meet the Teachers' Standards (DfE May 2012) in full*

**Person Specification: Second-in-charge**

1. A qualified teacher, with recent relevant training and a strong professional development profile
2. A passionate belief in the value of science to all young people and the ability to inspire others
3. A track-record of high-quality teaching, including at AS/A level
4. A clear understanding of what is required to secure progress for all and a track record of outstanding progress and outcomes
5. A sound knowledge of qualifications and their assessment requirements
6. High expectations of students and staff and the ability to support others to reach them
7. Successful experience of leading a team, a departmental development or a whole-school initiative
8. The ability to lead and manage colleagues, the curriculum and systems that support effective practice
9. Strong interpersonal, analytical, and organisational skills
10. A commitment to equal opportunities and the safeguarding of all students

## 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  
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NW5 1UJ

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f 020 7284 3462  
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[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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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](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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