

6 December 2021

Dear Candidate

Thank you for your interest in applying for the position of Site Team Leader 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 in the vacancies section. Please return your completed form to recruitment@aclandburghley.camden.sch.uk or post to the school address.

I look forward to receiving your completed application form and a statement of no more than 2 sides of A4 by 9am on Monday 10 January 2022. Please ensure that your statement demonstrates how you meet the requirements in the person specification. We do not accept CVs.

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

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

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

Yours sincerely

Michelle Lineham
HR Officer

Headteacher Nicholas John

Burghley Road London NW5 1UJ t.020 7485 8515
e.info@aclandburghley.camden.sch.uk w.aclandburghley.camden.sch.uk



Site Team Leader

Required for March 2022

SO1 point 22, salary £31,731 per annum

(SO1 grade ranges from points 22-25, £31,731-£33,474)

35 hours per week, 52 weeks a year

The Governing Body of Acland Burghley School is seeking to appoint an exceptional Site Team Leader to support the Site Development Manager to ensure an excellent environment for teaching and learning for all our staff, students, partners and visitors. The successful applicant will have outstanding prioritisation, organisational and practical skills to ensure that the environment meets the school's needs and all statutory requirements, within the complex context of a large site including a building with Grade II listed status and celebrated Brutalist architecture.

The Site Team Leader will report to the Site Development Manager and will directly line manage a team of two Site Technicians. The post holder will be highly effective, flexible, positive, reliable and proactive. They will have day-to-day responsibility for the work of the Site Technicians and the operations of the school site. They will also retain the ability to carry out the many varied maintenance and other operational tasks required on a daily basis. They will need to form effective relationships with a range of contractors and suppliers in order to ensure that the services we receive from them meet our needs. They will have a desire to progress professionally and personally within the role, and to support their staff to do the same.

This is an exciting opportunity to shape the future of the school site, including our ambitious £1.3m project to refurbish our Assembly Hall in order to create a world-class performance, heritage and arts space for the local community, and our ground-breaking partnership with our orchestra in residence, the Orchestra of the Age of Enlightenment.

Applicants should demonstrate the ability to manage a team of staff and service the needs of a complex school site in the context of a range of statutory inputs, and an understanding of the needs of young people with regard to the physical environment. They will have high standards and a passion for ensuring that the school site is safe, clean, presentable, and meets the varied needs of staff, students, visitors, partners and other users of the site. They will have the ability to identify and seize opportunities to improve and adapt the school's facilities as requirements change, in order to ensure that it provides the best possible environment for learning for our students.

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. A visit to the school is highly recommended to get a sense of the specific opportunities and challenges that the site and its location presents. To arrange an informal telephone conversation or a visit to the school, please email Kat Miller, our Director of Operations: kmiller@aclandburghley.camden.sch.uk.

Closing date for applications: 9am Monday 10 January 2022

Interviews will be held: Tuesday 18 January 2022

For further details of the post and to download an application pack please visit www.aclandburghley.camden.sch.uk/Job-Vacancies/. Please note that we do not accept CVs.

Acland Burghley School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates will be required to undergo an enhanced DBS Check and to demonstrate full understanding of the school's safeguarding policies and procedures.



London Borough of Camden

JOB PROFILE

SITE TEAM LEADER

POSITION TITLE: Site Team Leader	DIRECTORATE: Children Schools & Families
	DIVISION: Acland Burghley Secondary School
PAY LEVEL: SO1	SECTION: Site Team
REPORTS TO: Site Development Manager	
STAFF SUPERVISED: 2 Site Technicians	

JOB PURPOSE

To support the Site Development Manager in ensuring that the school site is safe, secure and ready for use throughout its opening times, delivering an excellent environment for teaching and learning for our students and staff.

To support the Site Development Manager to manage the site, its buildings, grounds, assets, furniture, equipment, vehicles, the site team and cleaners that are employed/contracted to work within the school to ensure a well maintained and secure environment.

To line manage the 2 Site Technicians, directing and overseeing their work.

MAIN DUTIES AND RESPONSIBILITIES

Management

- To line manage the 2 Site Technicians, directing and overseeing their work.
- To deputise for the Site Development Manager in all areas of their role in their absence.
- To provide induction, contribute to the professional development of and undertake the performance management and appraisals of the Site Technicians.
- To ensure that the Site Technicians are deployed to best serve the needs of the school.
- To support the Site Development Manager to ensure that comprehensive guidance, records and instructions are produced and maintained for use by the Site Team.
- To oversee the use of an electronic system for site requests to be made by school staff directly to the Site Team, including a daily log of site activities.
- To support the Site Development Manager to deliver key projects to develop the school site e.g. Assembly Hall refurbishment, AEN refurbishment, etc.
- To support the Site Development Manager in working closely with the school's onsite partners the Orchestra of the Age of Enlightenment to support their successful and effective use of the school site, including their office, library and storage space, as well as their use of the Assembly Hall for rehearsals, workshops and performances.

Security and Safeguarding

- To be jointly responsible for the overall security of the site and for taking all reasonable steps to minimise loss or damage to the property of the school, its employees or the other users of the site. As a key holder, responding in person to emergency call outs at any time as required.
- In liaison with the lettings provider, site staff and cleaning contractor, to secure the school premises at the end of the day; checking the premises to ensure that all occupants have vacated the site, all windows and doors are closed and locked, all electrical equipment is switched off, activating intruder alarms and ensuring the safekeeping of keys to the premises.
- To ensure that intruder alarms are properly set, reset and tested on a regular basis and that all authorised persons are fully trained in their use.
- To monitor CCTV where appropriate, acting proactively to follow up on any issues of security, safeguarding or behaviour of students or visitors identified on the footage.
- To liaise with the Safer Schools Officer, police, security and surveillance contractors.
- To ensure the safeguarding of students by:
 - ensuring that the school's boundary is maintained securely
 - ensuring that any areas of the school without supervision are kept secure throughout the school day (for example, the Assembly Hall when it is not in use and the toilets)
 - providing appropriate CCTV footage to senior staff as required to address any issues

Maintenance and Cleaning

- To support the Site Development Manager to ensure the maintenance of buildings, including all the fixtures, fittings and grounds across the school site, delivering an excellent environment for teaching and learning for our students and staff.
- To ensure that the Grade II listed building status of the school is applied appropriately to maintenance and development work.
- To support the efficient operation and use of mechanical, electrical and heating services to the school site, liaising with the relevant council department and/or contractors as required.
- To ensure that the cleanliness and tidiness of the whole site is proactively checked and addressed by the Site Technicians multiple times each day, with litter picking and sweeping of the site being carried out to the same frequency and to a high standard, with particular attention being paid to the cleanliness of the toilets.
- To check the condition of the buildings on a regular basis and take appropriate action in the event of essential maintenance or repairs being required.
- To maintain the school minibus (and any other vehicle as appropriate) so that it is clean, stored safely, and ready for use by school staff.
- To maintain appropriate systems to ensure that all work is prioritised and monitored and that all defects are reported and acted upon in accordance with standard operating procedures.
- To respond to routine emergencies at any time and undertake appropriate repairs, giving priorities to matters affecting health and safety and safeguarding.
- To carry out decoration and improvement work as required.
- To undertake cleaning and maintenance duties as required including sweeping the grounds, emptying bins and recycling, removing graffiti, chewing gum, litter and weeds, cleaning windows, spills and bodily fluids, deep cleaning of toilets etc.

Health and Safety Regulations

- To support the Site Development Manager to ensure health and safety regulations are followed throughout the site.
- To stay up to date on all relevant health and safety policy and regulations, attending training courses as appropriate.
- To support the Site Development Manager to implement all appropriate security and health and safety checks (in accordance with local policy, HASAW, CLEAPS, COSSH, asbestos, water hygiene, PAT testing and other regulations) in all areas of the buildings, grounds and equipment.
- To liaise with the H&S Committee and support them to undertake regular site walkthroughs, following up on actions as required.
- To ensure compliance with fire safety including being familiar with the fire evacuation procedure – and ensuring that the Site Technicians are too – and taking the necessary steps during a fire evacuation.
- To support the Site Development Manager to ensure that the Site Team are up to date on all required training such as manual handling, ladder use, etc.

Porterage

- To provide a responsive, flexible portage service for the movement of equipment and furniture around the site according to need.
- To use the school's calendar to proactively identify events that require set up and other support by the Site Team, liaising with the event organiser to determine what set up is required.
- To ensure venues are set up to brief and to a high standard in advance of assemblies, meetings, performances, events, exams and other activities.
- To ensure that classrooms are ready for lessons on time whenever they have had their layout changed for any purpose.
- To ensure that the school site is clean, clear and in a suitable condition for use by lettings at the end of the school day.
- To ensure the timely delivery of all parcels to their recipient, ensuring that appropriate procedures are followed.

General Responsibilities

- To contribute to the overall ethos/work/aims of the school.
- To take the lead on one or more areas of the site team's responsibilities and become the main point of contact or expert on that area, identifying and undertaking any required CPD as a result.
- To identify, in liaison with the Site Development Manager, the areas of the site team's responsibilities that each of the Site Technicians should take the lead on and oversee their training & development in that area.
- To communicate effectively with professionalism and respect, forming excellent working relationships with students, staff, Governors, visitors and contractors.
- To understand and actively promote all school policies and procedures.
- To commit to safeguarding and promoting the welfare of children and young people.
- To be a fire marshal, undertake the necessary training and carry out fire marshal duties as required.
- To be a first aider, undertake the necessary training and carry out first aid duties as required.
- To take responsibility for your own professional development by actively seeking formal and informal learning opportunities and by actively engaging in the school CPD programme and appraisal process.
- To recognise own strengths and areas of expertise and use these to support and develop others.
- To take responsibility for your own physical and emotional health, so that you attend school regularly.
- To attend and participate in meetings as required.
- To treat all users of the school with courtesy and consideration.
- To be aware of the school's place in the local community and work closely with neighbours to ensure a positive impact on the local area.
- To present a positive personal image, complying with the dress code and contributing to a welcoming environment which supports equal opportunities for all.
- To promote and ensure the health and safety of students, staff and visitors at all times.

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.

WORK ENVIRONMENT

The post holder will be based within the Site Office in the main school building, but will be required to work throughout the site, including outside, in the “void” spaces under the school, boiler rooms, cleaning cupboards, the roofs, and other locations, taking appropriate safety steps.

The post will involve physical activity including cleaning, maintenance, lifting and manual handling.

This is an all year round post. The post holder is required to work 35 hours per week between 7.00am and 3.00pm or between 11.00am and 7.00pm on a rota basis, with an hour for lunch, to be taken according to the lunchtime rota. The post holder is required to work on all INSET days. The post holder should expect to take the majority of their annual leave outside of school holidays as these are particularly busy periods for maintenance, building, cleaning and decoration works.

The post holder is required to hold an enhanced DBS disclosure.

The post holder will be expected to work to deadlines as they arise and have the ability to prioritise, including responding appropriately to emergencies.

The post holder is expected to adhere to all school policies and procedures.

WORK CONTEXT

Communications and working relationships

- The post holder is required to work closely with the Headteacher, senior leadership team, and other staff and to deliver excellent customer service to all school staff and maintain frequent communications with them.
- The post holder will need to build excellent working relationships with all external stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice.
- The post holder will need to build effective relationships with students.
- The post holder is required to deliver strong leadership to the Site Technicians, under guidance from the Site Development Manager.

Innovation (decision making and creativity)

- The post holder will work under the direction of the Site Development Manager but will need to be able to work independently and manage their own workload and that of others.
- The post holder will need to make often critical decisions on a daily basis and respond flexibly to unscheduled problems.
- The post holder will need to think creatively to ensure effective models of working and to identify new and improved ways of operating and overcoming barriers.
- The post holder will be expected to use initiative, proactively identifying issues requiring resolution rather than awaiting requests/instructions.
- The post holder will also be expected to have flexibility to adapt to changing school priorities.
- The post holder will be prepared to develop new skills and working methods in order to effectively respond to changing school needs, under the guidance of the Site Development Manager.
- The post holder may be required to be flexible with their working hours, in conjunction with the rest of the Site Team to meet the school needs, for example to support whole school events.

Resource management

- Responsible for the effective deployment of Site Technicians to ensure value for money across the School.

Safeguarding

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 Safeguarding and Child Protection Policy 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 Designated Safeguarding Lead Officer.

PERSON SPECIFICATION

QUALIFICATIONS

Essential:

- Good standard of general education including GCSE maths and English at grade C or above, or proven high level literacy and numeracy skills at an equivalent level.

Desirable:

- Evidence of training in the areas of Health and Safety, Building Maintenance and Repair, Cleaning Care and Management.
- First Aid at Work qualification (full course not appointed person course) or willingness to obtain.

KNOWLEDGE

Essential:

- An understanding of the need for, and ability to maintain a secure environment.
- An understanding of the importance of safeguarding, informed by the DfE's Keeping Children Safe in Education document, the school's Safeguarding Policy, the Prevent Agenda and of how the role contributes to the safeguarding work of the school.
- Ability to be innovative in approach in order to seek continued improvement.
- Wide working knowledge of Health and Safety in all aspects of Premises Management.
- Willingness to participate in development and training opportunities.
- Team leading skills.
- An understanding of building maintenance requirements and ability to undertake minor repairs quickly and effectively.

Desirable:

- Good working knowledge of the regulations affecting the day to day running of an educational establishment and of effectively implementing the Health and Safety at Work Act.
- Proven determination to identify the need to increase efficiency and effectiveness.

SKILLS

Essential:

- Excellent interpersonal skills and ability to communicate effectively both orally and in writing both within school and outside.
- Good IT skills including word processing, spreadsheets and databases, electronic diary and email.
- Ability to establish and maintain effective working relationships at all levels whilst demonstrating a flexible approach.
- Ability to prioritise and organise own workload and that of others.
- Ability to work on own initiative.
- Ability to maintain accurate records and filing systems.
- Ability to work under pressure and ensure that deadlines are met.

- Ability to lead, organise, supervise and develop others to meet organisational objectives.
- Ability to carry out cleaning functions to a high level and operate appropriate machinery.
- Ability to implement the Council's Equal Opportunities policy.

EXPERIENCE

Essential:

- Experience of site work in a school or similar environment.
- Experience of working within a team environment and the flexibility that this may at times require.

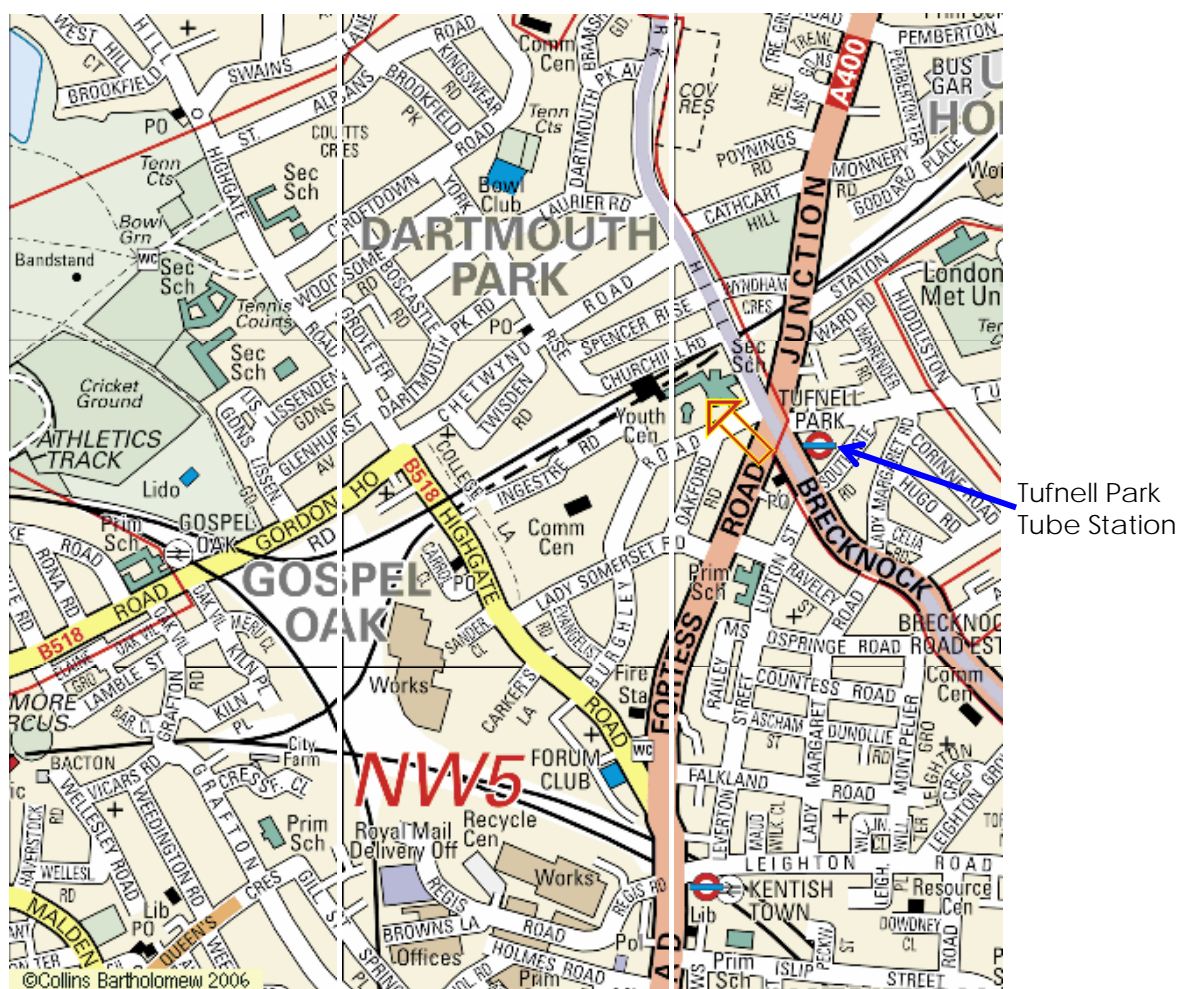
Desirable:

- Experience of working in a customer service role.
- 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.



Acland Burghley School
Burghley Road
London
NW5 1UJ

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

Acland Burghley School

Burghley Road, London NW5 1UJ

Inspection dates

6–7 March 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher's dynamic and inspirational leadership, ably supported by governors and school leaders, has transformed this previously less-than-good school.
- Leadership is outstanding. Leaders, governors and managers have tackled swiftly the weaknesses from the previous inspection. Pupils behave well, learn effectively and achieve in this good school.
- Governance is highly effective. Governors fulfil their strategic role with rigour to ensure that the school continues to improve.
- The quality of teaching, learning and assessment is good across a range of subjects. Teachers plan learning effectively and enable pupils to make a noticeable increase in their knowledge, understanding and skills.
- Pupils' outcomes are good. In 2017, pupils' progress by the end of key stage 4 was above the national average. This is much improved from the previous year's results. Current pupils are making equally strong progress in a wide range of subjects.
- Safeguarding is effective. The school caters well for pupils' welfare, including students in the sixth form.
- Pupils who have special educational needs (SEN) and/or disabilities achieve well. They are well supported both in the school and through the resourced provision.
- The broad and balanced curriculum models the school's ethos 'creating excellence together'. This enables pupils to learn effectively in a range of subjects. Additionally, the curriculum supports pupils' spiritual, moral, social and cultural development extremely well.
- Leaders review the effectiveness of the curriculum regularly to ensure that it continues to meet pupils' needs and interests. Leaders recognise that developing pupils' literacy skills across the curriculum will improve pupils' outcomes.
- Behaviour of pupils and sixth-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	www.aclandburghley.camden.sch.uk/
Email address	info@aclandburghley.camden.sch.uk
Date of previous inspection	9–10 February 2016

Information about this school

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

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

Information about this inspection

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

Inspection team

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

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