

The Beauchamp College

Inspection report

Unique Reference Number	120265
Local Authority	Leicestershire
Inspection number	363920
Inspection dates	24–25 May 2011
Reporting inspector	Derrick Baughan

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Comprehensive
School category	Community
Age range of pupils	14–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	2175
Of which, number on roll in the sixth form	1050
Appropriate authority	The governing body
Chair	Canon Glynn Richerby
Headteacher	Hugh Howe (Principal)
Date of previous school inspection	18 March 2008
School address	Ridge Way Oadby Leicester LE2 5TP
Telephone number	0116 272 9100
Fax number	0116 2715454
Email address	info@beauchamp.org.uk

Registered childcare provision	Beauchamp College Childcare and Family Centre
Number of children on roll in the registered childcare provision	118
Date of last inspection of registered childcare provision	

Age group	14–19
Inspection date(s)	24–25 May 2011
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Inspectors observed 46 lessons and saw 45 teachers. Meetings were held with parents and carers, groups of students, governors and staff. Inspectors observed the college's work and looked at a range of planning and management documentation. Inspectors analysed the 342 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the college's work. It looked in detail at a number of key areas.

- The extent to which teaching enables students in the sixth form to achieve well
- How well the college has managed the transition to a new principal and hence maintained its focus on improving the quality of the provision.

Information about the school

The Beauchamp College is a larger than average secondary school. About half of the total students are in the sixth form. A minority of these students enter from other schools. The percentage of girls is lower than average as is the percentage of students known to be eligible for free school meals. The proportion of students from minority ethnic groups is much higher than that found nationally and they are in the majority. Many of these students speak English as an additional language but are fluent. The college has specialist status in technology and in vocational education.

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

The Beauchamp College provides an outstanding education for its students. Students' attainment on entry is broadly average. However, they make excellent progress and standards at the end of Key Stage 4 are consistently very high. Standards in the sixth form are broadly above average, and the progress made by these students is good. In addition, all students gain a wide range of additional skills to enhance their future economic well being. Standards in English and mathematics are very high. The college's specialisms are used well to further enhance students' development. Many students achieve additional qualifications relating to their planned career. Whether they leave at the end of Key Stage 4, or after sixth form, they are extremely well prepared for their next steps.

Students receive outstanding care guidance and support, meeting all their needs both academic and pastoral. The college is a very caring community and it is not surprising that the great majority of students say that they feel safe in college. Students' behaviour is exemplary both around the college and in lessons; although, very occasionally, their attention wavers because they are not sufficiently well involved in their learning when teachers do not use questioning effectively.

Students have a strong voice, and play an important role, in how the college is run. Student governors are involved in issues such as financial decisions and hiring new senior staff. The views of other student groups are regularly sought and acted upon. Students have a rich and rewarding experience, including being involved in a wide range of societies. These include faith societies, academic ones and ones related well to business and commerce. One parent who spoke to inspectors praised highly the well rounded education that her daughter was receiving.

A significant strength is the exceptionally broad and balanced curriculum. Students have a wide variety of options to choose from, both at Key Stage 4 and in the sixth form. In addition to a wide range of academic subjects the college has a well managed range of vocational options for students who wish to take that route. Students learn well not only because of the good teaching, which is best in Key Stage 4, but also because of their attitude to learning and the extra support they receive. They are well aware of their current performance and have clear knowledge of what they need to do to move to a higher level.

The college knows itself well and is very self-critical. Action and development plans are detailed and well monitored. The focus on student achievement is paramount in all activities. Since the last inspection the college's overall effectiveness has increased by one grade. The new principal, three weeks into post, has fitted in exceptionally well with an established, and highly effective, senior management team.

Governors are very effective at holding the college to account. They play a full part in college life, although this is often ad-hoc rather than a planned programme. Governors' skills, knowledge and experience are used well to benefit the college and to discharge their responsibilities.

What does the school need to do to improve further?

- Raise the quality of teaching and learning from good to outstanding by ensuring that:
 - the better practice seen in Key Stage 4 is shared throughout the college.
 - teachers use questioning to better involve students in all lessons.
- Improve sixth form results and eliminate the variation in performance between subjects by:
 - improving attendance
 - paying closer attention to selecting the most suitable subjects for students.

Outcomes for individuals and groups of pupils

1

Standards and progress at the end of Key Stage 4 are consistently significantly above average. Students thoroughly enjoy their learning, which is good in many lessons. Although attendance is only average students take a very active part in lessons and are very eager to participate. Students take responsibility for their own learning and considerable mutual support between students is often the case. Students achieve very well in the classroom. They are articulate and display a deep and insightful understanding about their subjects. Students with special educational needs and/or disabilities perform even better than other students. There are no other significant differences in outcomes for other groups of students.

The well established house system has made a positive contribution to students' well-being. Coupled with students' mature outlook, this means that incidents of bullying are extremely rare, only one reported this year. Students demonstrate an excellent awareness of how to keep themselves safe. They are polite and courteous to each other, and staff, around the college. In lessons students settle down to their work as soon as the session starts and they report that there are few, if any, distractions caused by other students.

The extensive curriculum means that students cover a wide range of topics to help them lead healthy lifestyles. They are very knowledgeable about healthy eating, although they admit that they do not always choose healthy options. However they do take part in the wide range of inter-house sports activities. The college and its students are fully integrated into the local community, in which they play a very proactive part. Students are an integral part of many groups and activities, such as the Oadby 'May day' celebrations. In addition student ambassadors, an initiative started by the students, make an excellent contribution locally, such as working with local faith groups. All students take a religious education course in Year 10 and this, coupled with the many faith societies, means that students develop strong respect and understanding of different cultural and faith traditions. Students from different

walks of life get on with one another extremely well and they themselves are rightly proud of this.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers are very knowledgeable and skilled at providing interesting and stimulating lessons. Many of them use well the learning resources, particularly technological ones. Since the last inspection the use of assessment has improved and is now good. Students say that marking helps them to fully understand how to improve. Teaching was observed to be better at Key Stage 4, with a higher number of outstanding lessons, than in the sixth form. In many cases teachers use questions and discussions exceptionally well to engage students and help them develop not only their understanding of the subject but also their independent learning skills. In the satisfactory lessons this is not always the case.

The curriculum is exceptionally well managed to meet the needs of the students in each year group. A wide range of choices are open to students in Key Stage 4. Many progress to sixth form. For those who have not attained the grades they wanted there is an excellent programme to help them retake subjects, in addition to this they also take national vocational qualifications to enhance their employment prospects. Vocational students also benefit from a range of vendor specific and industry standard modules that enable them to graduate ready for employment or even to start their own business.

Enrichment opportunities add variety and depth to the curriculum. These include a wide range of extra curricular activities, some of which provide additional qualifications for students, such as sports leader courses. Parents and carers are

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

overwhelmingly positive about the advice, guidance and support provided for the students. Students say that transition arrangements are excellent and highly valued. Strategies to improve attendance have been effective, increasing it from just below to just above the national average, and there are very few exclusions. Numerous case studies of progress made by vulnerable students show how successfully the college works with them.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The relentless focus on improving outcomes underpins the work of the governors and staff. An extremely well managed selection, appointment and transition process has enabled the new principal to integrate well and also to bring a new insight to an already high performing management team. Standards and progress continue to improve and partial results for students currently in Years 11 and 13 show the potential for even greater success in 2011. Since the last inspection, much better use is made of data to inform managers about performance. Senior leaders are extremely clear about the strengths in teaching and where the areas for improvement are. The college had already identified the points raised by inspectors and staff development activities are focused well on these points.

Staff are keen to use a variety of methods to monitor and improve provision, including, for example, training a group of sixth formers to carry out a review of the quality of teaching and learning, the 'Insted' review. The use of assessment has improved since the last inspection and results have broadly increased. The college does a great deal to contact parents and carers. They now have access to the college's new progress monitoring system and can follow their child's progress in detail and on-line. Parents and carers receive excellent guidance on how they can support their children throughout the college.

The college is thoroughly integrated with the local community and often takes a lead role. A wide range of partnerships are used extremely well to the mutual benefit of the students and the community. Links with feeder schools help transition and the college started an initiative working with the 'Right to Read' group, where students go into primary schools to help pupils with their reading. This initiative is now spreading around the county. As well as local links, the college has established links further afield, such as the one with Eton College. Various exchanges with this college, involving staff and students, contribute well to sharing good practice and students' understanding of how other schools work.

The compulsory religious education element of the curriculum provides students with

an excellent grounding in issues of equality and diversity. This understanding is further developed by a range of opportunities for discussion and thoughtful debate. As a result students believe very strongly that the college is a safe, cohesive and tolerant community with no problems regarding prejudice of any type. The college takes its safeguarding responsibilities seriously and rigorously checks legislation and health and safety responsibilities. Good use is made of risk assessment and the views of students and families are regularly sought.

Resources are managed and developed extremely well to improve the quality of the provision, for example, a new vocational area which includes a hair and beauty salon of commercial standard. The new information and communication technology (ICT) system was well thought out and is innovative in its application and implementation. Students praise highly the investment that the college has made in buildings and equipment.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children clearly enjoy their learning. They are enthusiastic about taking on new challenges. Due to the well planned and innovative activities on offer, the development of skills knowledge and understanding is outstanding. Children understand exceptionally well how to keep themselves safe. Hygiene standards are particularly high and children have good reminders of these from a wide range of pictures and images. Children know full well what is expected of them in terms of behaviour and respond very well to requests from adults. They clearly demonstrate the ability to share with each other and in many cases help each other complete tasks. Children mix freely and comfortably with each other in a range of groups relating to the activities being carried out. These activities cover all areas of learning.

All children are seen as unique and playing is clearly linked to individual need, whilst providing an enjoyable and stimulating set of experiences. Relationships between

staff and children are excellent and children are comfortable in going to adults for help and support. The learning journey file identifies planned activity for each child and is linked well to the early learning targets. Hygiene management is excellent, for example washing blankets after each use and changing footwear in the baby unit to prevent infection. Free movement between the indoor to outdoor play areas is not as extensive as it could be, but this is being dealt with by the college.

Managers and staff all share a united vision to develop young children into confident and caring individuals. Safeguarding is outstanding, and all staff are very well trained and policies very effectively implemented. Progress is regularly monitored and documented by the key workers. Any concerns are raised immediately with parents and carers and well documented in the children's' learning journeys. The vast majority of parents and carers say that communication is good and that they are kept well informed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Sixth form

The sixth form is successful in that about 91% of students progress to university, with the vast majority of this group getting their first or second choice. Almost all other students go into further education, training or work. The figure for those not in education employment or training is extremely low. Actual retention is above the national average, as are the majority of the measures of attainment. Students attain well and make good progress, as seen in lessons. However, there are differences in the outcomes for specific subjects. Students do well in mathematics, history, economics, psychology and sociology; but less well in chemistry and business studies. Attendance in the sixth form is not improving as quickly as in the rest of the college.

Teaching and learning are good, as observed in lessons and as shown by the college's own observations. The curriculum provision is extensive in both breadth and depth. Post 16 students, who retake GCSE subjects, must also study at least one vocational subject. These are taught well and students achieve high modular grades. Assessment is timely and effective in helping students develop. Careers, and other, guidance is regular and students are well informed about their options. Support for students is very strong and appropriate to their maturity. However, for a few students, their A level choices are not sufficiently well matched to their abilities.

The sixth form is managed well. Staff have worked hard to develop a good experience for students, a minority of whom enter from other colleges. Reviews of provision are carried out regularly and are thorough. However, the focus on using

data is not as strong as it is in Key Stage 4. The sixth form focuses well on advertising its options to all potential students and helping them make the transition from Key Stage 4 learning.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The responses from parents and carers were very positive. Several praised the college for the way it helped their children and 96% of them were happy with their child’s experience at the college. Most of the parents and carers also thought that the college kept their children safe, that teaching was good and their child was making enough progress. However, only 79% of parents thought that the college helped their child to have a healthy lifestyle. Inspectors judged this aspect to be good and students agreed that they did not always choose the healthy options for food.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Beauchamp College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 342 completed questionnaires by the end of the on-site inspection. In total, there are 2175 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	139	41	187	55	14	4	1	0
The school keeps my child safe	114	33	207	61	14	4	2	1
The school informs me about my child’s progress	144	42	168	49	21	6	2	1
My child is making enough progress at this school	131	38	188	55	16	5	2	1
The teaching is good at this school	129	38	189	55	14	4	0	0
The school helps me to support my child’s learning	94	27	212	62	26	8	0	0
The school helps my child to have a healthy lifestyle	54	16	216	63	52	15	5	1
The school makes sure that my child is well prepared for the future (for example	110	32	184	54	29	8	4	1

changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)								
The school meets my child's particular needs	109	32	201	59	21	6	2	1
The school deals effectively with unacceptable behaviour	76	22	204	60	19	6	9	3
The school takes account of my suggestions and concerns	61	18	209	61	35	10	2	1
The school is led and managed effectively	106	31	204	60	10	3	1	0
Overall, I am happy with my child's experience at this school	147	43	182	53	10	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



26 May 2011

Dear Students

Inspection of The Beauchamp College Leicester LE2 5TP

Thank you very much for the warm, friendly and helpful reception that you gave to me and the rest of the team. Your behaviour around the college and in lessons is exemplary and a credit to you and your college, of which you are rightly very proud.

We judged that your college is outstanding. This is due in no small part to your exceptionally good outcomes, not only academically at Key Stage 4 but also in a wide range of other aspects for all year groups. We noted that the sixth form academic results were not as high, but are showing clear signs of improvement. Leaders and managers in the college work together extremely well.

We enjoyed watching you learn and the excellent way that you work with teachers, and each other, to create a very positive learning environment. We also enjoyed looking at your work. For example, I enjoyed the Year 10 food lesson. It had an air of industry and creativity that would not have been out of place in a 'Junior Masterchef' programme. Unfortunately I could not stay to do any tasting.

Teaching and learning are good overall and somewhat better at key stage 4 than in other year groups. However, because of the way that you approach your learning and the outstanding care, guidance and support that you receive, you still achieve so well. We noted that your attendance was average and improving. However, you are exceptionally well prepared for your future because of the strength of your literacy and numeracy and all the additional skills that you gain.

We have recommended a few things to further improve the quality of your college. We are confident that you will play your part in helping the college to:

- share better the outstanding practice that we saw in some lessons
- ensure staff involve you even more during lessons by better use of questioning
- improve attendance in the sixth form
- focus even more on helping you make the right choices for your sixth form studies.

Yours sincerely

Derrick Baughan
Her Majesty's Inspector

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