

Beauchamp City Sixth Form

Monitoring visit report

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Name of lead inspector: Emma Woods, His Majesty's Inspector

Inspection dates: 26 and 27 October 2022

Type of provider: 16 to 19 free school

Address: 1 South Albion Street
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Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of education programmes for young people within the further education and skills sector. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Beauchamp City Sixth Form is part of the Lionheart Educational Trust, which has a number of schools in Leicestershire. The sixth form opened in September 2020. There are currently 926 students studying 17 A levels. The most popular A Levels are chemistry, biology and mathematics.

Themes

How much progress have leaders and managers made in designing and delivering relevant education programmes that have a clearly defined purpose?

Significant progress

Leaders have a clear focus to raise the aspirations of young people and increase the number of students from disadvantaged backgrounds who progress to higher education, apprenticeships or employment. Leaders set out an ambitious academic and personal development curriculum. This prepares students well to take their next steps.

Leaders closely monitor student progress. They use a range of measures to effectively monitor the progress of different groups of students. If they identify any differences, they intervene quickly to understand what is happening. They provide support to students, adjust the curriculum or take other appropriate actions as required.

Leaders ensure that students benefit from exposure to a wide range of careers and next steps guidance. They work in partnership with universities, employers and other agencies to promote a range of opportunities. For example, students attend many useful subject-specific careers workshops, open days and talks from employers. Through the subject curriculum, tutors help students to understand more about the careers they can pursue.

Students benefit from studying in a high-quality learning environment. They have access to appropriate equipment and resources that support their learning. Leaders respond quickly to student feedback. For example, additional laptops have been sourced for supervised study sessions. Students rightly value leaders' responsiveness to their feedback.

Leaders undertake a range of suitable activities to monitor the quality of education. This includes trust-led reviews, school learning walks and whole-trust standardisation for marking and feedback. These activities help leaders to identify any areas for development that they swiftly act on.

Trust and local board governors challenge and support leaders and managers effectively. They understand the school and the locality. Governors receive detailed information on student progress. They use this information well to challenge leaders about any gaps between different groups of students' progress. Leaders' actions and responses are monitored closely in subsequent meetings.

How much progress have leaders and managers made to ensure that learners benefit from high-quality education programmes for young people that prepare them well for their intended job role, career aim and/or personal goals?

Significant progress

Leaders and managers use their expert knowledge to build students' subject knowledge over time. Tutors plan and sequence the curriculum well. For example, sociology students first learn core research methods and then go on to critique other research studies. As a result, students can critically analyse research studies competently.

Leaders and managers have a thorough initial assessment process to establish students' starting points. Most students complete subject-specific transition assessments. Teachers use these well to identify students' existing academic skills, subject knowledge and writing ability.

Teachers create a positive and supportive culture for students. They establish professional relationships and set clear standards and expectations. Students value the ownership and independence they are given. They behave well and are committed to their studies.

Teachers place a strong emphasis on students' oracy and the use of language. They carefully and consistently develop students' use of key terminology within lessons. This is reinforced during discussions and class activities. As a result, most students can talk confidently and fluently about complex topics.

Teachers use assessment effectively in order to check students' understanding. They adapt the curriculum based on the outcomes of these assessments when needed.

Students benefit from a broad personal development curriculum. They are articulate about the importance of celebrating different backgrounds and cultures. Students rightly value the range of opportunities they have to celebrate this. For example, whole-school events, such as your culture day and a live performance lounge allow students to showcase their backgrounds and cultures to others.

Most students complete a one-week optional work placement during their programme of study. However, leaders and managers are yet to ensure that all students benefit from a high-quality work placement.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place?

Significant progress

Students know how to keep themselves and others safe. They are confident that staff will take swift action should they raise any concerns. Students feel safe at the school to express themselves and share their views and beliefs without any fear of bullying.

Leaders and managers set out comprehensive policies and procedures to help to keep students safe. Staff are well trained in safeguarding, including the team of designated safeguarding leads.

Leaders and managers know the local area well and the risks that their students may face. Staff attend weekly, topical briefings to help them understand these risks. They use this information to talk to and inform students about these themes. For example, the risks associated with the recent demonstrations and violence between specific groups in the local community.

Leaders follow suitable processes to recruit new staff and undertake the necessary pre-employment checks.

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