

Inspection of school: Katharine Lady Berkeley's School

Kingswood Road, Wotton-under-Edge, Gloucestershire GL12 8RB

Inspection dates:

16 and 17 May 2023

Outcome

Katharine Lady Berkeley's School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Leaders are ambitious for what pupils can achieve. Pupils receive a high quality of education. This extends beyond the academic curriculum. Pupils are proud to attend Katharine Lady Berkeley's School. They are happy and feel safe. Pupils say they enjoy learning and value the teaching they experience. There are a wide range of trips, clubs and activities available to them. These include sports, outdoor education, music and drama.

Staff have high expectations of pupils' conduct. Pupils behave well at school because they understand that it is the right thing to do. There is a strong sense of community. Pupils are tolerant and considerate towards each other. Relationships between staff and pupils are warm and respectful. Bullying is rare. Pupils know who to talk to if they have any concerns. They are confident that effective action will follow.

Sixth-form students are strong positive role models to younger pupils. The sixth-form curriculum offer is exceptional. Students take up an impressive range of courses and opportunities. These include extensive trips, music, drama and leadership roles. Younger pupils want to progress into the sixth form because they know they will achieve well. Many students take up places in higher education.

What does the school do well and what does it need to do better?

This a well-led and managed school. The headteacher has the confidence of staff and parents. The curriculum is broad and challenging. For example, all pupils learn a modern foreign language in Key Stage 3. There are four modern foreign languages offered at GCSE and at A level.

The curriculum that pupils follow is well designed. It is precise in its detail. Leaders have carefully considered the knowledge they want pupils to learn. Units of work are delivered in a logical order. This means that pupils' knowledge grows over time. Leaders have also considered how to build subject-specific skills. The aim is for pupils to become experts in each area of study, for example to think like scientists or linguists.

Leaders place an emphasis on the importance of reading. Pupils who need additional help with their reading are well supported. This enables them to catch up with their peers. Leaders encourage pupils to read for pleasure. Pupils understand why this is helpful to them. Pupils are encouraged to support each other in their reading development. For example, some Year 11 pupils listen to younger pupils reading.

Teachers regularly assess pupils' understanding in lessons and through formal assessments. They use this information to plan the appropriate next steps in learning. Pupils understand how they can improve their knowledge and understanding further.

Leaders work effectively with feeder primary schools. This particularly supports the transition for pupils with special educational needs and/or disabilities (SEND). Leaders ensure that the same attention is given to pupils with SEND joining the school outside of the usual transition points. Staff use the detailed information provided by leaders to support pupils well. Leaders carefully track the progress of pupils with SEND through the curriculum.

Pupils behave well in lessons and around the school. On the rare occasions misbehaviour occurs, staff apply the behaviour policy fairly and consistently. Pupils are encouraged to reflect on their behaviour. Pupils agree that teachers and leaders are fair. There are many opportunities for pupils and students in the sixth form to take on responsibilities. For example, students in the sixth form mentor younger pupils who are experiencing difficulties at school.

There is an effective personal, social, health and economic education curriculum across all year groups. Pupils learn about healthy relationships, equality and keeping themselves healthy. Staff provide sufficient opportunity for pupils to talk about such topics. Pupils say this is important and helpful.

Trustees set the vision for the school. They challenge and support leaders effectively. Staff are proud to work at the school. They say leaders are considerate of their workload and listen to what they say. The vast majority of parents are very positive about the high quality of education the school provides for their child.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear systems in place so that pupils and staff can easily report concerns. Staff receive appropriate training and understand their role in keeping pupils safe. Leaders make decisions which are in the best interests of the pupils. They seek help for pupils from other agencies, when necessary.

Leaders check carefully that adults they employ are suitable to work with children. They closely monitor the alternative providers that they use.

Pupils learn how to keep themselves safe, including in the online world. They also know how to protect their own mental and physical health.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	137033
Local authority	Gloucestershire
Inspection number	10247336
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,522
Of which, number on roll in the sixth form	276
Appropriate authority	Board of trustees
Chair of trust	Andrew Covell
Headteacher	Hannah Khan
Website	www.klbschool.org.uk
Date of previous inspection	9 and 10 May 2017

Information about this school

- This is a larger-than-average secondary school.
- The school uses one registered alternative provider and two unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, members of the senior leadership team, including the special educational needs coordinator and the board of trustees.
- Inspectors carried out deep dives in these subjects: English, modern foreign languages, science and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a selection of lessons, met teachers and non-teaching staff, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding lead, examined school safeguarding records and discussed examples of safeguarding cases.
- Inspectors talked with leaders from each of the alternative providers that the school uses.
- Inspectors considered responses to Ofsted's online survey, Parent View.

Inspection team

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