

# Inspection of Sir Henry Floyd Grammar School

Oxford Road, Aylesbury, Buckinghamshire HP21 8PE

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Inspection dates: 20 and 21 February 2024

## Overall effectiveness

## Outstanding

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Sixth-form provision

**Outstanding**

Previous inspection grade

Ofsted has not previously inspected Sir Henry Floyd Grammar under section 5 of the Education Act 2005. However, Ofsted previously judged Sir Henry Floyd Grammar to be outstanding before it opened as an academy with Insignis Trust. The school received two ungraded inspections under section 8 of the Act in October 2018 and December 2022.

The Head of School is Sam Holdsworth. The school is part of Insignis Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Garret Fay, and overseen by a board of trustees, chaired by Gaynor Bull. There is also an executive headteacher, Simon Baker who is responsible for this school and two others.

## **What is it like to attend this school?**

Pupils and sixth form students flourish at this school. They feel happy and safe here. They know that the school goes out of its way to provide them with nurture, care and an outstanding educational experience. Sixth-form students receive an exceptional offer.

The behaviour of pupils is exemplary. They are very mature and respectful. All pupils have a strong work ethic. They are keen learners who show high levels of independence in their studies, making good use of technology to do so.

The school has the highest aspirations for its pupils. As a result, they achieve very well. The school offers a challenging, interesting and accessible curriculum for all pupils. There are low proportions of disadvantaged pupils in the school. However, the curriculum meets their needs very well.

Pupils benefit from an extensive enrichment programme. Many enjoy attending a wide range of activities such as sports, performing arts and debating. Pupils develop their talents and widen their interests extremely well.

The school's values of resilience, reciprocity, resourcefulness, reflection and respect are lived and breathed by the whole school community. This is an inclusive school where difference is valued. Pupils have a strong understanding of different faiths, cultures and ways of life. As one pupil commented, 'Diversity is encouraged, not just tolerated here.'

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

Recognising that historically, some pupils were taught an overly narrow curriculum at key stage 4, the school took swift and decisive action. It now provides pupils with a broad, balanced and ambitious curriculum. A high proportion of pupils now study the English Baccalaureate suite of subjects. Pupils achieve exceptionally well across the curriculum.

Across subjects, the curriculum has been carefully designed and logically sequenced. This allows pupils to build on what they already know. Staff make sure that pupils study interesting texts and discuss challenging current issues. Pupils and sixth-form students relish grappling with stimulating themes and seeing the world from different viewpoints.

Teachers have very strong subject knowledge. They explain ideas thoroughly and check regularly that pupils have understood these. In this way, teachers readily address any misconceptions that pupils may have acquired. In performing arts, for example, teachers ask well-considered and probing questions to deepen pupils' understanding. Pupils are eloquent and reflective about their learning. Pupils and sixth-form students, including those with special educational needs and/or

disabilities, achieve very well. Outcomes in GCSE and A level examinations are high. Students are very well prepared for the next stage of their education and wider life.

Pupils' attitudes to learning are exceptionally strong. All pupils focus well on their learning during lessons and independent study. Sixth-form students act as role models, mentoring and supporting younger pupils. The school is universally calm and orderly because expectations of pupils' conduct are commonly understood. Together, staff and students create and maintain the strong culture of respect that permeates school life. On the very rare occasion that derogatory language occurs, the school acts immediately. No form of discrimination is tolerated.

Provision in the sixth form is very strong. Students have excellent relationships with staff who provide great pastoral and academic support. As one student commented, 'the teaching here is top class'. There is a wide and ambitious curriculum offer. The school also offers students a wealth of enrichment experiences such as the Duke of Edinburgh Award, young enterprise scheme and healthy lifestyle programmes.

There is high emphasis placed on pupils' personal development. The school considers the education of the whole child and ensures that disadvantaged pupils benefit consistently from the well-planned programme. Pupils are taught to manage risk, about healthy relationships and skills for adulthood. This helps them to make well considered life choices. Pupils appreciate the helpful and timely pastoral support available to them, particularly around mental health. The school offers a range of leadership opportunities which are very effective at developing pupils' characters. Moreover, pupils know that their opinions really matter to leaders because they play an active role in decision making. The school ensures that pupils and sixth form students receive a comprehensive careers programme, including independent advice and work experience.

Leaders, including governors and trustees know their school very well. They focus meticulously on the actions that will further enhance pupils' educational experience. Those responsible for governance, together with the trust, support leaders very well. Staff appreciate the high-quality training that they receive. They feel valued and know that leaders are mindful of their workload and well-being. Parents also endorse the work of the school. In the parent survey, one parent summed up the views of many, commenting, 'The school challenges students and provides a supportive and caring environment.'

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	136845
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10296361
<b>Type of school</b>	Grammar (selective)
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1367
<b>Of which, number on roll in the sixth form</b>	445
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gaynor Bull
<b>CEO of the trust</b>	Garret Fay
<b>Head of School</b>	Sam Holdsworth
<b>Website</b>	<a href="http://www.sirhenryfloyd.co.uk">www.sirhenryfloyd.co.uk</a>
<b>Dates of previous inspection</b>	13 and 14 December 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Insignis Academy Trust. The trust has four secondary schools in the southeast.
- The head of school and the executive headteacher took up post in December 2022.
- The school currently uses two registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and

engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders, including the head of school, executive headteacher, other senior leaders, the special educational needs coordinator and other subject leaders.
- The lead inspector met with the trust's chief executive officer.
- The lead inspector met with two members of the local governing board and spoke to three trustees, including the chair.
- Deep dives were carried out in these subjects: English, science, modern foreign languages, history, performing arts and food technology. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked at pupils' learning in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive safeguarding culture that puts pupils' interests first.
- The inspectors gathered evidence to explore the impact of pupils' behaviour and attendance, and the school's wider curriculum.
- Inspectors talked to pupils and staff throughout the inspection to gain their views about the school. This included the views of pupils and staff submitted via Ofsted's confidential surveys.
- Inspectors considered the views of parents submitted via email and the 324 responses via Ofsted's parent survey.

## Inspection team

Maria Roberts, lead inspector

His Majesty's Inspector

Andrew Morrison

Ofsted Inspector

Adrian Percival

Ofsted Inspector

Julia Mortimore

Ofsted Inspector

Gemma Piper

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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