

Henry Beaufort School

Inspection report

Unique Reference Number	116438
Local Authority	Hampshire
Inspection number	338819
Inspection dates	3–4 March 2010
Reporting inspector	Maria Dawe HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	953
Appropriate authority	The governing body
Chair	Mr C Grove
Headteacher	Mr J de Sausmarez
Date of previous school inspection	12 June 2007
School address	East Woodhay Road Harestock Winchester SO22 6JJ
Telephone number	01962 880073
Fax number	01962 883667
Email address	admin@beaufort.hants.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 39 lessons and watched 36 teachers. Meetings were held with staff, governors, partners of the school and several groups of students. In addition a proportion of the inspection was spent observing the work of Henry's Kindergarten. Inspectors observed the school's work. They also looked at a wide range of documentation, including the school's development plan, the school improvement partners' notes, minutes of governors' and senior leaders' meetings, policies, and data about students' attainment and progress. The team analysed the 335 parents' and carers' questionnaires in addition to those completed by staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the key factors behind students' improved achievement at GCSE particularly in mathematics and why GCSE science results in 2009 were not as high as those in other subjects
- whether the outcomes for all groups of students were similar, including the small groups of students with a hearing impairment, those entitled to free school meals and those who speak English as an additional language
- the impact of the school specialisms both within the school and in the wider community
- the quality of provision and outcomes at Henry's Kindergarten.

Information about the school

Henry Beaufort School is an average size school serving Winchester and the surrounding area; about one fifth of students come from beyond the immediate locality. Most students are of White British heritage with a small number of students from minority ethnic groups. A small proportion of students speaks English as an additional language and the proportion of students eligible for free school meals is low. The proportion of students with special educational needs and/or disabilities is broadly average. The school's provision includes a hearing impaired unit for seven students.

Henry Beaufort has the nationally recognised High Performing Specialist School status. It has specialist status in humanities and as a technology college. Since the last inspection it has achieved International Status, Parental Engagement Quality Standard, ICT award, Specialist Schools and Academies Trust Consultant School Advanced, Artsmark Silver and Healthy Schools awards.

Henry's Kindergarten provides full day care for its children aged three months to five years, and is managed by the school's governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Henry Beaufort is an outstanding school where one of the most striking features is its sense of community underpinned by the belief that every student can succeed. They certainly do. Parents are overwhelmingly supportive of the school and hold it in high esteem. These comments were typical of a great number received by the inspection team from parents: 'The school is welcoming, friendly and genuinely treats each child as an individual' and 'Children develop into mature, independent thinkers with good communication skills.' Students are keen to echo these views.

Students' achievement is outstanding due to a combination of consistently good teaching, a personalised curriculum and focused support and intervention. Attainment has increased every year since the last inspection and is significantly above that found nationally. Good teaching, overall, ensures that all groups of students are making good progress. However, there is some variation in the quality of teaching. Sometimes students are not challenged and supported as well as in the outstanding lessons.

Students are set ambitious targets; these are rigorously monitored and there is rapid and effective intervention when there is evidence that they are underachieving. The school provides very high levels of care and guidance for groups of students and individuals by adopting flexible and frequently bespoke support. In addition the outstanding curriculum gives students opportunities to excel in ways appropriate to their abilities and strengths. As a result, students with special educational needs and/or disabilities really flourish both academically and personally.

Students' behaviour is excellent and they clearly enjoy being at school. They set themselves high standards in everything they do and their positive attitudes and maturity are very significant factors in their outstanding achievement. Students enthusiastically involve themselves in the life of the school and give generously of their time to supporting the wider community both locally and abroad. Their understanding of equality and diversity is excellent. However, opportunities for students to take active part in leading and shaping the future of the school are not as wide.

Provision for children in Henry's Kindergarten is outstanding, enabling children to thrive and make excellent progress in their development and learning.

A key factor in the school's success is its outstanding leadership and management. The headteacher, with the senior management team, provides exemplary leadership dedicated to attaining the highest outcomes for all students. Since the last inspection the school has made excellent progress in tackling the key areas for development. The school's specialisms continue to have many positive benefits and drive improvement. The leadership, however, is not complacent and has rigorously identified further

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priorities for the future. In particular the school is ambitious now to raise the quality of teaching. This highly accurate and effective self-assessment, combined with the school's track record of high academic and personal outcomes, demonstrates the school's outstanding capacity to improve.

What does the school need to do to improve further?

- Improve the quality of teaching to ensure that a greater proportion of students make exceptional progress in their learning by ensuring that the best practice in teaching is thoroughly embedded across the school. In particular that all teachers:
 - make effective use of assessment information to plan lessons that fully support and challenge all students
 - introduce a wider range of teaching styles to stimulate more active participation by students in lessons and a greater capacity for them to drive their own learning forward.
- Develop more opportunities for students to contribute to school leadership and decision making relating to their learning and well-being.

Outcomes for individuals and groups of pupils

1

Expectations for all students are high and students rise to the challenge set and are ambitious to achieve well. Since the last inspection students' progress and standards in mathematics, which was identified as an area for improvement, have significantly improved due to a combination of focused interventions, better teaching and some innovative curriculum developments. Achievement in science, also identified as an area for improvement, has not improved at the same rate. However, the introduction of more appropriate courses in science for all students is now having a very positive impact on students' motivation and attainment.

Learning and progress are good and there is a strong work ethos in lessons.

Relationships and behaviour are excellent. Students are inquisitive and enjoy acquiring knowledge; they also enjoy working together in groups, often very productively, and listen carefully when others answer. Occasionally, students' learning is not maximised where work is not finely targeted to their abilities. However, students with special educational needs and/or disabilities, including those with hearing impairments, make outstanding progress because of the very good focused and personalised support and intervention they receive. In 2009 all students attained at least five GCSE passes. Those who receive free school meals and those who speak English as an additional language make good progress, moving on at a similar rate to most of their peers.

Students say that they feel very safe at school. They treat each other with respect and kindness demonstrating strong empathy for personal, social and cultural differences. Thus bullying is rare and racist incidents occur even less often; if they do happen they are taken seriously by the school and dealt with promptly. Students understand the importance of keeping healthy and the school works particularly successfully with

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vulnerable students to develop strategies to improve their health. However, a minority of students that replied to the student questionnaire felt that the school could do more to help them be healthy, particularly by widening options to eat healthy food.

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	2
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is consistently good and sometimes outstanding. Highly knowledgeable teachers are successful in creating a classroom environment where students enjoy learning and are eager to achieve. Good pace, a wide range of activities and teaching styles, high expectations of work and behaviour and, not least, humour help students to stay on task and make good progress. Many teachers make excellent use of technology and other resources to enhance students' enjoyment and understanding. Teachers question students very well ensuring that no student is left out. Preparation for examinations is excellent. Teachers know their students very well and use this information to inform their planning. However, in some lessons, teaching does not always take sufficiently into account the needs of individuals, and activities and resources are not sufficiently adapted to students' different levels of ability, to effectively

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

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maximise learning. Outstanding lessons are typified by the buzz and excitement generated by the teacher with students enthusiastically interacting with each other and the teacher and steering their own learning. However, in other lessons, such opportunities for independent learning are not fully exploited.

The Key Stage 4 curriculum that students commence at the beginning of Year 9 is flexible, inclusive and sensitive to individual needs, enabling all to achieve their goals and continue into further education. The flexibility enables students to combine GCSE courses with BTEC courses and other vocational options, and a range of diploma options are on offer for next year. Provision through the hearing impaired unit is excellent.

There is a deeply embedded ethos of support for all students, based on independence and achievement. Target setting is rigorous and no student is allowed to slip through the net with a range of strategies in place to raise the self-esteem and attainment of underachieving students. The school is assiduous in identifying the needs of all students, including the most able and vulnerable students. This is followed up with a wide range of interventions and personalised support through class teaching, tutoring, additional support, and the school's effort to work with parents, including collaboration ' where necessary ' with a wide range of external support agencies.

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 headteacher and the dedicated and able senior leadership team have successfully engendered a shared vision among staff focused on raising achievement with high expectations of all students, and set within a caring, supportive and inclusive community. Leaders ensure that students' individual needs are identified; academic monitoring is rigorous and the school is increasingly skilful in monitoring other outcomes for different groups of students. There is no discrimination. Provision is tailored and adapted for individuals and groups of students and variation in outcomes for different groups of students is small. Students with hearing impairments are fully integrated and have access to all areas of the curriculum. Both the school and Henry's Kindergarten are very safe environments and there are high quality systems in place to protect the well-being of children.

Since the last inspection the school has rigorously addressed the areas for improvement with much success. The dual specialisms of technology and humanities are integral to the school and drive improvements in the curriculum, teaching and provision of

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resources. Staff take ownership of initiatives. Middle leaders feel empowered and the level of self-challenge for all leaders is high. The school makes much use of its number of advanced skills teachers in addition to the local authority advisory service to improve classroom practice. Where needed, teachers are individually supported to improve their teaching ' this is showing some good success. Governors are influential in the direction of the school, and discharge their statutory duties well. They are using increasingly robust systems for evaluation of the success of the school's actions.

The school's work with other organisations is excellent and as a high performing specialist school includes supporting other schools. A high priority is placed on partnership with parents and communication with parents is frequent, focused and by a range of means. The school has been proactive in engendering a cohesive community, where all members show respect and tolerance for others in both the school's community and beyond. Students feel valued and supported by the school and each other. There are very strong global links with a number of overseas schools including a school for pupils with hearing impairments in Vietnam.

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	1
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

Henry's Kindergarten very effectively recognises and cares for children as individuals. Staff are warm and caring and know the children very well, leading to confident and trusting relationships. Staff have an excellent understanding of the development needs of the babies and children they are working with and individually tailored care and learning actively meet the needs of all children. Planning for the Early Years Foundation Stage is outstanding. Children have frequent opportunities to take part in a wide variety

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of experiences appropriate to their age including outside trips and French lessons in the main school. Detailed records of children's achievements are kept and these are used to plan for children's next steps, effectively ensuring that children of all ages make outstanding progress in their development and learning.

The nursery is warm, welcoming and stimulating with lots of indoor space for children to learn and play. The three main rooms are effectively organised to cater for the specific developmental stages and there is a dedicated sleeping room and sensory room for the younger children. Provision is equally outstanding for children aged 0 to 3 and those aged 3 to 5. There is good outside space for children to play and explore with a nature garden and excellent play equipment. Staff carefully plan outside time for children of all ages, but because of its position children cannot initiate this themselves. The provision fully complies with the requirements for registration.

Leadership and management of the provision is outstanding, both for children aged 0 to 3 and aged 3 to 5. Staff demonstrate high levels of dedication to their roles ' there is a strong ethos of self-evaluation and continuous improvement and morale is exceptionally high. Procedures to promote children's safety are cohesive and effective. Excellent information is available to parents, for example through newsletters, daily communication and parents evenings. As a result, Henry's Kindergarten engages with parents highly effectively.

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	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The questionnaires returned by the parents show that the very large majority are happy with their child's experience at school. Most think that teaching is good, and say that their children enjoy school. Most judge that the school is well led and managed.

A small minority of parents were concerned about how the school helps their child to have a healthy lifestyle and this concurred with the students' perception. In particular, several parents commented on the quality of the food at lunchtime.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henry Beaufort School 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 335 completed questionnaires by the end of the on-site inspection. In total, there are 953 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	37	182	54	20	6	6	2
The school keeps my child safe	130	39	199	59	4	1	1	0
The school informs me about my child's progress	120	36	190	57	20	6	5	1
My child is making enough progress at this school	112	33	190	57	24	7	3	1
The teaching is good at this school	78	23	228	68	15	4	4	1
The school helps me to support my child's learning	65	19	217	65	40	12	6	2
The school helps my child to have a healthy lifestyle	54	16	205	61	58	17	5	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	98	29	189	56	16	5	1	0
The school meets my child's particular needs	101	30	203	61	23	7	2	1
The school deals effectively with unacceptable behaviour	82	24	202	60	34	10	6	2
The school takes account of my suggestions and concerns	75	22	199	59	38	11	8	2
The school is led and managed effectively	129	39	175	52	18	5	5	1
Overall, I am happy with my child's experience at this school	127	38	188	56	16	5	3	1

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 March 2010

Dear Students

Inspection of Henry Beaufort School, Winchester SO22 6JJ

On behalf of the inspectors who visited your school recently, I would like to thank you very much for the warm welcome you gave us. We valued the discussions we had with you, both in small groups and informally around the school. We hope that you take the time to look at the full report, but we thought you would like a summary of our findings.

Many of you told us what a strong and cohesive community Henry Beaufort was and how it enabled everyone to get the best out of their time at school. You are right in this view, and your school is outstanding. There are many reasons for this but in particular I would like to highlight the following:

- You enjoy school and develop into very confident young people prepared for the next stage of your life.
- You make good progress and attain high results.
- Your behaviour is outstanding, and you and your teachers share an ethos of mutual respect and care for the individual.
- The teaching is good, and the staff work really hard to support and guide all of you, and especially those who have particular difficulties at any time.
- The curriculum is outstanding allowing all students to pursue their aspirations and interests.
- The school's specialisms have had a very significant impact in improving all aspects of school life.
- Henry's Kindergarten is an outstanding addition to your school.

Your school is ambitious to continue to provide this high-quality education for you and to make it even better. We have asked your teachers to ensure that they set work that is always well matched to your ability. In addition, we would like teachers to help you become more responsible for your own learning. We could see that you

are well able to rise to these challenges. Finally, we see that you have the maturity and ability to take a greater role in school leadership and development and we have asked your headteacher to continue to develop these opportunities.

You have a school to be proud of, and I am sure you will continue to support staff in making any changes. We wish you and the school every success in the future.

Yours sincerely

Maria Dawes

Her Majesty's Inspector

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