

Inspection of Les Beaucamps High School

Inspection dates: 24 and 25 April 2024

The quality of education	Good
Behaviour and attitudes	Good
Personal development and welfare	Good
Leadership and management	Good

What is it like to attend this school?

The school has established a culture of positive behaviour that is well understood and respected by pupils. The values of the school are clearly linked to the routines and expectations that staff have of pupils. These help pupils to be 'ready, respectful and safe'. They behave well in lessons and around the school site.

Pupils and staff are proud of the school's collaborative work to achieve the Gold Rights Respecting School award. The school has worked to significantly reduce incidents of bullying. However, some pupils still have concerns about this, particularly verbal comments. When pupils raise such issues, the school records what pupils report. However, it does not then use this information to understand whether patterns exist which will inform the subsequent actions the school will take.

Pupils enjoy a broad range of opportunities and trips, which enhance their experiences and develop their talents. These are thoughtfully chosen to align with pupils' interests. For example, the annual musical rehearsals are well attended. Each lunchtime, there are a range of clubs for pupils to attend, such as choir, art or gardening. Many pupils take part in sports events and fixtures.

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

The school has prioritised the planning and implementation of a broad and highly ambitious curriculum. Some subject leaders work with colleagues from across the Secondary School Partnership to share this work. Pupils benefit from a curriculum which is well sequenced and embeds the expectations of the Bailiwick curriculum. The school's ambition for most pupils is shown, for example, through a greater proportion of pupils choosing to study French at key stage four. Consequently, pupils are well prepared for the next stages of their learning.

Teachers receive training and support to enhance their subject knowledge and skills. They use this to teach the curriculum effectively. Teachers check regularly what pupils know and can apply. They use this information to identify and remedy misconceptions and plan the next steps for pupils' learning.

New leadership has strengthened the ways and timeliness with which the needs of pupils with special educational needs and/or disabilities (SEND) are met. Teachers use the information they receive to make suitable adaptations. These help pupils to follow the curriculum successfully. Pupils who attend the 'hive' receive effective support to meet their needs. This is evaluated carefully to make sure that interventions remain appropriately matched to what pupils need. This is also reviewed using input from parents and carers and pupils.

The school places an emphasis on the importance of reading widely and for pleasure. The English curriculum introduces pupils to highly ambitious texts and

literature. Through a well-structured tutor reading programme, pupils experience a range of texts. Staff model good reading habits. The school checks with care how well pupils can read. For pupils in the early stages of learning to read, support helps them to get better. They develop a secure knowledge of the phonic code and improve their fluency. Some pupils are beginning to receive support to improve their writing skills.

Pupils typically focus on their learning. They understand the expectations and routines of the classroom. The school knows the reasons why some pupils do not attend school regularly. They support families to improve this. A few pupils follow a part-time timetable and so study fewer subjects at key stage 4. Although designed to be supportive, it lowers the expectations of what these pupils have the potential to achieve. This is reflected in published outcomes.

The curriculum to support pupils' personal development is well structured. Specialist subject teachers make sure pupils have an age-appropriate understanding of healthy relationships. Pupils learn to keep themselves safe, have a strong knowledge of how to be healthy and maintain an active lifestyle. Pupils benefit from a well-mapped careers curriculum. Pupils from Years 7 to 11 receive unbiased and broad careers advice, which helps them to prepare for their next steps.

The strong personal development curriculum is reflected in all aspects of school life. Pupils relish the opportunity to lead. They take on roles of responsibility, such as becoming members of the student parliament, subject ambassadors or sports leaders. Pupils develop their knowledge of what it means to be a good citizen. They work with the local community and actively raise money for charities further afield.

The school has a clear and shared vision for the future. Leaders work collaboratively with staff. This means that staff are very positive about the culture of support and the high-quality training they receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- For a few pupils, the school does not have high enough expectations of what they have the potential to achieve. This small minority of pupils do not engage with or learn the intended curriculum in full. The school should raise expectations for this group of pupils and support them to achieve the best possible outcomes.
- The school has a clear understanding of pupils' individual needs and circumstances but does not have a strong strategic overview. As a result, the school does not identify patterns or trends which may inform the school's

priorities. The school should use the range of information it holds to ensure that school improvement planning is well focused.

School details

Inspection number	10338017
Type of school	Secondary
Age range of pupils	11-16
Gender of pupils	Mixed
Number of pupils on the school roll	645
Appropriate authority	The States of Guernsey
Headteacher	Mr Martin Haines
Executive Principal	Ms Elizabeth Coffey
Website	www.lbhs.sch.gg
Date of previous Ofsted inspection	Not previously inspected by Ofsted

Information about this school

- Les Beaucamps High School is part of the Secondary School Partnership (SSP) and is overseen by an executive headteacher.
- The school uses two alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 35 of the Guernsey Education Law 1970.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, members of the senior leadership team, the special educational needs coordinator, subject leaders and teachers.
- The lead inspector met with a representative from the Education Office and the executive headteacher.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, modern foreign languages and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- 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 culture around safeguarding that puts pupils' interests first.
- An inspector visited the alternative provision used by the school.
- Inspectors considered the views of parents who responded to the Guernsey Parent Survey. They evaluated the views of staff and pupils from the questionnaires issued at the time of the inspection.

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

Lydia Pride

His Majesty's Inspector

Victoria Griffin

His Majesty's Inspector

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