

# Baysgarth School

Barrow Road, Barton upon Humber, North Lincolnshire, DN18 6AE

## Inspection dates

19 – 20 September 2012

Overall effectiveness	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most students make good progress and learn well in many subjects. Since the previous inspection the proportion of students gaining 5 or more A\*-C GCSE qualifications, including English and mathematics, has risen steeply and standards seen in many lessons are now above average.
- Students who are behind with their reading and numeracy skills when they start at the school catch up quickly, and students identified as disabled or special educational needs make good progress.
- The sixth form is good. Standards and success rates are increasing and almost all students go on into education, employment or training at 18.
- Teaching is good and most lessons are stimulating and include interesting activities and experiences.
- Students enjoy coming to school. They are safe and well looked after. Students behave well and attendance is high. There is little bullying and few exclusions.
- The headteacher is aspirational on the part of all students and a highly effective leader. He is well supported by a strong team of leaders and managers. Tough decisions have been taken by senior leaders, with the full support of governors, to address weak teaching and poor subject leadership. This has made a significant difference to improving students' outcomes. The leadership team works effectively and has the expertise to ensure that teaching and achievement continue to improve.

### It is not yet an outstanding school because

- The proportions of students making and exceeding expected rates of progress in English and mathematics, particularly across Years 7 to 9, are not high enough, compared with national figures.
- There are some lessons where teachers do not give students sufficient time to work independently and develop understanding. On occasions the abilities of all students are not fully stretched, and the marking of students' work is not constantly helpful.

## Information about this inspection

- Inspectors observed 42 lessons, of which two were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to lessons and registration groups.
- Meetings were held with four groups of students, governors and school staff including senior and middle managers.
- Inspectors took account of the 42 responses to the online questionnaire (Parent View) in planning the inspection.
- They observed the school’s work and looked at a number of documents, including the school’s own data on current students’ progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents pertaining to safeguarding.

## Inspection team

Andrew Swallow, Lead inspector	Additional inspector
Ariane Roberts	Additional inspector
Sally Lane	Additional inspector
Catherine Laing	Additional inspector

## Full report

### Information about this school

- The number of students on roll has fallen slightly since the previous inspection and the school is now smaller than the average-sized secondary school. The sixth form is small and joint provision is in place with Brigg sixth form college. A number of students attend North Lindsey sixth form college to study work-related learning courses.
- The proportion of students supported through school action is below average, although the proportion supported through school action plus or with a statement of special education needs is similar to the national figure.
- The proportion of students known to be eligible for pupil premium is similar to that seen nationally.
- There are very few students from minority ethnic groups and for whom English is an additional language.
- The school's 14 to 16 skills centre provides on-site specialist vocational provision.
- The school meets the government's floor standards, which are the minimum expected for students' attainment and progress.

### What does the school need to do to improve further?

- Ensure that teaching is consistently good in all subjects, and that much more is outstanding, by:
  - maximising opportunities for all students to collaborate with each other to deepen their awareness
  - ensuring that all teachers systematically check all students' understanding in lessons, and meet any emerging needs, so that they learn exceptionally well
  - identifying and meeting teachers' individual professional development needs more carefully and evaluating more thoroughly the impact of training provided.
- Accelerate the progress of students in English and mathematics, especially across Years 7-9, so that many more reach high standards by the end of Year 11 by:
  - ensuring that refined tracking arrangements are used astutely by all leaders and managers to pinpoint students' underperformance early
  - raising the expectations of some teachers about the levels of progress that some average and high attainers can make across Key Stage 3.

## Inspection judgements

### The achievement of pupils is good

- Standards by the end of Year 11 are rising steeply and are above average in many subjects. Standards in English and mathematics have especially improved since the previous inspection due to more consistently effective teaching. They are now above average in many lessons, which is reflected in work in students' books. The school has been successful in reducing attainment gaps of low-attaining students, especially those known to be entitled to free school meals, disabled students and those with special educational needs. Well-conceived use of the pupil premium has successfully targeted additional resources, and bespoke support by teaching assistants, to individuals and small groups.
- Students enter Year 7 with standards that are broadly average. Some have particular emotional and social needs. All groups of students now make good progress because of better teaching and generally good support in most lessons to develop key literacy and mathematical skills. Judicious changes to the curriculum in Years 10 and 11 lead to good learning and progress. There is a careful blend of academic and vocational courses, including well-planned work-related experiences in the school's skills centre and at North Lindsey post-16 college. Nonetheless, lesson observations and the school's data show that not all average and high attainers are challenged sufficiently, across Years 7-9, by all teachers in English and mathematics. As a consequence, students' rates of progress are not yet high compared with national figures.
- Most of the parents who responded to Parent View believe that their children are making good progress. The majority of the students think that they learn a lot most of the time. The inspectors found this to be so in the vast majority of lessons where teaching was good or better. For example, in a Year 13 English lesson all students developed an excellent understanding of theoretical approaches to writing, largely due to the teacher's skilful questioning and well-planned opportunities for students to work in pairs to develop further each other's thinking. Similarly, in a Year 10 health and social care lesson all students persevered well, in their roles as care workers, to analyse individual case studies and deepen awareness of human growth in infancy. Generally, students show a readiness to learn in lessons, with high levels of motivation and self-discipline.
- The small number of students in the sixth form is well catered for, and academic and applied learning experiences are enhanced through the joint arrangements with Brigg sixth form college. From starting points that vary each year due to the low numbers, but that are broadly average, the vast majority of students achieve well. They reach at least average A-level and AS outcomes in most subjects, and some beyond.

### The quality of teaching is good

- Teaching in most subjects, including English and mathematics, is good, and there are examples of outstanding practice. As a result, most pupils make good progress and achieve well. Teaching is consistently good in the sixth form.
- Teachers generally have high expectations and plan lessons carefully to interest and stimulate learners of all ages. They create positive climates in lessons throughout the school so that students are engaged and enjoy their learning. Teaching assistants are managed particularly effectively, supporting individuals and small groups of students with special educational needs well both in and out of lessons.
- A range of interesting activities and experiences excites and motivates students across the curriculum. For example, in design and technology students use the latest engraving equipment to learn about pewter casting; in mathematics they work in teams to find the surface areas of different shapes; pair work in English extends their thinking about how an author's choice of language impacts on the reader's emotions.
- In the most effective lessons teachers routinely check students' understanding, intervening when necessary with notable impact on the quality of learning. Increasingly, they provide

opportunities for students to discuss and question, developing confidence in using specific language to express ideas and justify opinions. In scenarios that require accurate mathematical understanding they ensure that all students are confident in measuring and calculation skills, and in representing key data in graphs and charts.

- Teaching requires improvement in a small proportion of lessons in which teachers tend to talk for too long and limit opportunities for learners to work things out for themselves. Some students are provided with the same work regardless of ability, and some teachers do not check sufficiently on their progress, seldom adapting activities to meet their changing needs. This is particularly the case in some English and mathematics lessons in Years 7-9.
- While there are examples of good marking in many subjects which enables students to know how well they are doing and what to do next, this is not uniformly the case.

### **The behaviour and safety of pupils** are good

- Around the school students behave well and are polite and courteous to adults and visitors. Parents say how positive children's attitudes are towards school and how much they enjoy their learning. A small proportion of students believe that, on occasions, lessons are disrupted by unwarranted behaviour, particularly when teaching is uninspiring. Inspectors saw little evidence of this during the lessons observed. Scrutiny of behavioural records shows that behaviour is good over time.
- Students have a good understanding of unsafe situations and show confidence in dealing with them should they occur. They are especially confident in talking about cyber and homophobic bullying and take active steps to ensure that this does not happen in school. As a result, school is a harmonious community where most groups of students relate very well to each other.
- Students say that they always feel safe in school and are confident that they can get support if they have any concerns. They enjoy being members of mixed-year tutor groups. Sixth-form students are especially active in supporting younger students. Pastoral staff secure very effectively the well-being of students whose circumstances may render them vulnerable. They have worked tirelessly to increase attendance, which is high.

### **The leadership and management** are good

- The headteacher is hugely ambitious on the part of all students and has raised the morale and aspirations of staff over time. Since the previous inspection he has developed more robust monitoring and evaluation arrangements that now provide an accurate and up-to-date picture of the quality of teaching. Ineffective teaching and weak subject leadership have been vigorously tackled. In addition, refined tracking systems ensure reliable and accurate information about all students' progress. They are not yet used by all leaders and managers to pinpoint students' underperformance early enough and, especially, to accelerate their progress across Key Stage 3.
- Senior leaders share the headteacher's vision and constantly communicate high expectations. Leaders and managers across the school ensure that self-evaluation is robust and that major improvement actions are concerted and carefully planned. Performance management of staff is well organised but does not always identify individuals' precise development needs, nor ensure that the impact of training is evaluated thoroughly, to ensure maximum effect.
- The governance of the school is well informed and confident in challenging systematically all leaders. Governors have a good understanding of the strengths of the school and areas for improvement. They are regular visitors to lessons and, through their efficient committees, ensure that the quality of teaching and students' achievements are rigorously checked.
- The school's curriculum is well matched to students' needs, including disabled students and those who have special educational needs. There is a good range of academic subjects, underpinned by the school's former design and technology specialisms, and appropriate vocational and work-related experiences offered in the skills centre. Extensive sporting, musical and performing opportunities, and a wealth of extra-curricular activities that include world challenges to the far east, cheerleading and trampolining, make strong contributions to

students' spiritual, moral, social and cultural development. The daily tutor programme raises students' self-esteem and successfully promotes their personal qualities. It supports very effectively the school's successful drive to promote equality of opportunity and to tackle immediately any discrimination that may arise.

- Parents believe that the school communicates openly and say how welcomed they feel when they visit. Good partnership arrangements with local schools, colleges of further education, universities and community services all have a positive impact on students' achievements. The local authority provides effective support through a school improvement partner and has been helpful in boosting recently the quality of teaching in English and mathematics.
- All statutory requirements relating to safeguarding are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118109
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	405748

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

<b>Type of school</b>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	796
<b>Of which, number on roll in sixth form</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Swann
<b>Headteacher</b>	Colin Saywell
<b>Date of previous school inspection</b>	15 September 2010
<b>Telephone number</b>	01652 632576
<b>Fax number</b>	01652 635973
<b>Email address</b>	admin.baysgarth@baysgarthschool.co.uk



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