

# Baysgarth School

## Inspection report

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<b>Unique Reference Number</b>	118109
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	342866
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	Ian Richardson HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<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>	928
<b>Of which number on roll in the sixth form</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Swann
<b>Headteacher</b>	Mr Colin Saywell
<b>Date of previous school inspection</b>	10 June 2009
<b>School address</b>	Barrow Road Barton-upon-Humber DN18 6AE
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspection team observed 31 lessons and 31 teachers. Meetings were held with members of the senior leadership team, groups of students, teachers and governors. They observed the school at work and looked at a range of documentation including the school's development plan, a selection of the school's policies, records of lesson observations carried out by staff and documents describing the school's involvement in community activity. The inspection team received 193 completed questionnaires from parents and carers and scrutinised questionnaires completed by students and staff.

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

- It reviewed changes in the achievement of students since the last inspection; particularly any differences in the progress of students in different groups.
- It considered the effectiveness of steps taken to improve the outcomes in English and mathematics and to raise overall standards for students at GCSE level.
- It looked at the quality of teaching, whether this has improved since the last inspection and whether the school's evaluation of teaching is accurate.
- It considered the coherence and consistency of the understanding of middle leaders and other staff of the school's development priorities.
- It judged whether the strategies for improvement are coherent, well understood and effectively implemented.

## Information about the school

Baysgarth School is of average size for a secondary school and is situated in the small town of Barton-upon-Humber in rural North Lincolnshire. It has a sixth form that is smaller than average and collaborates with the sixth forms of two other secondary schools; this joint venture began in September 2008. The proportion of students who are known to be eligible for free school meals is around the national average. It has a very small proportion of students from ethnic minorities or who speak English as an additional language. The proportion of students with special educational needs and/or disabilities is around the national average as is the proportion of students with a statement of special educational needs. When the school was inspected in June 2009 it was given a notice to improve. The school was designated a specialist technology college in September 2005 and was redesignated in September 2009. The school became a Sporting Hub School in September 2006, gained National Healthy Schools status in December 2008 and was given the Artsmark Silver Award for the second time in December 2009.

**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**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

The school has successfully addressed the issues raised at the last inspection and its overall effectiveness is now satisfactory. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. It has taken good teaching, good curriculum provision and good leadership and management to turn inadequate achievement to satisfactory.

Members of the senior leadership team have clearly demonstrated a good capacity to bring about further improvements. They assiduously use performance and monitoring data to inform planning and management. It is their clarity of vision and responsiveness that has driven improvements. Their self-evaluation has accurately identified areas of weakness and improvement. Since the last inspection they have engaged with staff very effectively to raise attainment and ensure that students are making better progress than was identified in the inspection only 15 months previously. Staff's views, canvassed through questionnaires and interviews, confirm that the quality of management is highly regarded by them, with all agreeing the school is well led.

Of particular success and importance to improvement has been the focus on raising the quality of teaching and of improving the rigour and consistency of monitoring and evaluation in the school. Some faculties, such as science, have succeeded in bringing about very rapid improvements so that they now demonstrate standards significantly above most other subjects. Similarly, design and technology shows performance significantly above national standards. Attainment in English and mathematics and the percentage of students with five good grades at GCSE, including English and mathematics, has improved since the previous report but still remains below the national average.

Middle managers have benefited from a model of training and development that is based on coaching and one-to-one meetings with senior staff. They are now using the same model with members of their faculty. Having been a point for improvement in the last inspection report, the middle management now provides a rigorous system of monitoring and evaluation using processes that middle managers have embraced. They recognise how this more consistent and rigorous way of working has had a positive impact on performance and is continuing to bring about improvement.

Improvements that have been seen in outcomes for students are also a consequence of developments in the curriculum which has focused on introducing courses that are better matched to the needs and interests of students. Students express very positive views about the way they are taught and they pick out the rigour of assessment as a real help in their efforts to do the best they can. One area that attracts negative comment from students is homework. They acknowledge the need for homework and the learning opportunities it provides but feel it is inconsistently set and does not always support their learning as well as they hope. This view is shared by the inspection team. Overall, the quality of teaching and curriculum provision is good.

Most students agreed they feel safe at school and 95% of parents and carers agree. In interview students did not think bullying is an issue in the school and they expressed enjoyment of their time in school. Most students completing questionnaires agreed that they enjoy school and this view is shared by the very large majority of parents and carers. The attendance of students is outstanding and indicates their commitment to the school. The inspectors judge the care, guidance and support that students receive are good and students share this view. The school is using a range of strategies to involve parents and carers more, for example the school's virtual learning environment is being developed to allow parents and carers to access information and data about their children and the school. Despite the school's best efforts, this determination to engage parents and carers more has yet to meet with significant success.

The school is a well-managed and happy place. The relationships between staff and students are good and there is clearly mutual respect. Students behave well and work hard. Staff also work hard and, in the main, are seen to teach energetically and with enthusiasm. No teaching observed was inadequate and the majority was good or better. Students describe how approachable teachers are and how they help them to improve.

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

- Continue to raise attainment in English and mathematics by securing the progress made in the previous year by persistent monitoring and evaluation.
- Work with students, parents and carers to develop high-quality learning opportunities away from school by improving the quality and consistency of homework.
- Continue to develop current strategies to involve parents and carers more in supporting the school to enhance the learning of their children.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

3
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Students are attentive in lessons and keen to learn. They listen well, ask questions and work hard. They collaborate well in lessons and discuss issues sensibly in groups. They are polite, friendly and helpful. Older students take on the responsibility of looking after younger ones and the vertical grouping in forms helps to promote this.

Attainment of students on entry to the school is around the national average. Attainment at the school at the end of Key Stage 4 has improved strongly and swiftly since the last inspection in June 2009. Attainment is now in line with average and set fair to improve further in 2011. There have been strong improvements, particularly in the attainment of girls and students with special educational needs or difficulties. Attainment in some subjects, such as science, and information and communication technology, has shown particularly strong improvement to be significantly above other subjects. It is a credit to the school that no student left the school in 2010 without some form of nationally recognised qualification. Given the improvements in outcomes as measured in 2010, the progress made by students is now satisfactory overall.

The school works hard to ensure that students with special educational needs and/or difficulties have access to a broad range of appropriate courses and they leave the school with levels of accreditation equivalent to between eight and 12 GCSEs graded A\* to G. Hence the progress they make in school is satisfactory. There is still a need to increase the proportion of this group of students making the expected progress in mathematics and to a lesser degree English.

Students know and understand many of the factors that affect different aspects of their health. There is a strong take-up of the school's extensive sporting opportunities and students keep up their attendance at such activities. Students are now involved in running sports and health-related activities as part of the new sports curriculum. There is strong support and focus on the emotional health of students which contributes well to their good understanding of what it means to lead healthy lives.

The extent to which students develop skills which contribute to their future economic well-being and development is good. This is because of the improvement brought about by factors such as the literacy programme, high standards of attendance and punctuality, good group work and improved achievement in functional skills.

The spiritual, moral, cultural and social development of students is good. Students are provided with a range of opportunities to reflect on personal or world issues. They show a preparedness to be engaged in these as shown in the good levels of participation. They show respect for one another as shown in the movement around the site and in lessons. They demonstrate their ability to get on with those from different backgrounds or cultures.

The extent to which students contribute to the school and wider community is good. There is a range of opportunities for students to take on responsibility such as peer mentoring, becoming sports captains, representation on local groups and involvement with primary schools. Students respond enthusiastically and in large numbers to these opportunities.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop [workplace and other skills]/[skills] that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching overall is good with a small proportion that is outstanding. The strengths of the teaching include: good detailed planning; clear learning objectives; a variety of tasks using paired, individual and group work; activities matched to the needs of students of different abilities within classes; good expectations; and positive relationships. The significant improvements in the quality and consistency of teaching since the last inspection have brought about the good improvement to outcomes for students. Less successful teaching is associated with teachers talking slightly too much and hence restricting the time students have to work. The use of assessment to support learning is good. Teachers use it well to determine what to teach, basing their decisions on assessments made at the start and end of lessons. A major strength is the extent to which students are involved in checking their learning through self-assessment.

The good curriculum is one of the main tools by which the school is driving up standards. The courses are planned to meet the needs of individuals and groups of students. The school, in collaboration with three other secondary schools and a further education college, has opened a 14 to 19 skills centre. This offers courses leading to qualifications in construction, car maintenance, hairdressing and beauty skills. This innovation is widening the range of courses open to all students and breaking down gender stereotyping. This is widening access and raising participation. A wide range of extra-curricular activities are offered and there is a high take-up.

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<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

In 2010 all students leaving the school entered employment, education or training. This is testament to the school's success in providing good advice, guidance and support to students. There are effective systems and partnerships in place to support those whose circumstances make them vulnerable. Good transition arrangements and effective links with a range of agencies augment the support that students receive.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Since the last Ofsted inspection the senior leadership team has established common expectations and beliefs about the focus on improvements needed. These have centred on the raising of attainment across the curriculum and the development of a rigorous monitoring system that is applied by middle leaders. An area for improvement from the last inspection was to improve the quality of teaching and learning and promote improved progress by students. Now the majority of teaching is good. There is substantial evidence of outcomes improving strongly as a consequence.

Quality of middle leadership was a point for improvement in the last inspection. Middle leaders express feelings of empowerment as a result of the training and particularly the one-to-one coaching they have received. Across the curriculum areas middle leaders are using assessment data well to inform their monitoring of standards and the planning to secure improvement. Students speak of improved teaching since the last inspection and are very positive about the way assessment data are used.

The governing body provides satisfactory challenge and support for the school. The governing body is well organised and has a structure of sub-committees that help its members to fulfil their role. Each governor is linked to a curriculum area and their involvement is appreciated by teachers, but involvement is variable. Governors receive reports on school performance and have been involved in challenging weaker performance.

The school works well in partnership with other providers and agencies to provide post-16 education and vocational courses for students aged 14 to 19. The student support centre coordinates the work of the inclusion team and external agencies, the educational welfare officer, the educational psychologist, social services, the health service and Connexions. Collaboration with police and other agencies in providing a range of activities has produced a decrease in crime rates from 2008 to 2010.

The school ensures that gender stereotyping is avoided, for example girls and boys are joining the 14 to 16 construction course and similarly girls and boys are being

involved in street dancing. No evidence of discrimination by gender was seen. Boys and girls mix well and sit in mixed gender groups in lessons. Performance data from 2010 show that differential progress made previously by some groups has been reduced significantly and that narrowing the gap has taken place. The school's promotion of community cohesion is good. Students are helped to understand other cultures and communities by embedding aspects of multicultural consideration in a wide range of subjects, for example design and technology, food study, food preparation and how this differs with different faiths. Staff understand and put into practice the clear equal opportunities policy. The school's safeguarding procedures are good and are implemented well.

The school has a deficit budget that is approved by the local authority that is being reduced successfully. Resources and equipment are used effectively and staged improvements to the learning environment are being implemented. The school has been recently audited and its financial management standards were awarded in August 2010. The school is providing satisfactory value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

- The outcomes for students have improved in 2009 to 2010 such that they are now around the national average.
- Attendance is very good.
- The contributions that students make to the life of the school are good.
- The development of workplace skills that will contribute to their future well-being is good.
- Teaching is good as is the use of assessment to support learning.
- The curriculum provided is of good quality and breadth and involves personalised learning programmes.
- There is good retention of students and they rate the care, guidance and support they receive as outstanding.
- There are good management systems in place, including effective monitoring and tracking of academic performance.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth Form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

The inspection team received 193 completed questionnaires from parents and carers. The responses show very strong agreement that their children enjoy school and feel safe. Parents' and carers' responses on the quality of teaching are in line with the inspection team's judgement. The weakest response is seen in the school taking account of suggestions and helping parents and carers to support their children's learning. The school is making good efforts to engage with parents and carers and collaborate with them in bringing about improved learning within and beyond the school gates.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Baysgarth 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 193 completed questionnaires by the end of the on-site inspection. In total, there are 928 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	34	109	56	13	7	5	3
The school keeps my child safe	59	31	124	64	7	4	2	1
The school informs me about my child's progress	51	26	97	50	31	16	11	6
My child is making enough progress at this school	52	27	98	51	28	15	9	5
The teaching is good at this school	35	18	112	58	31	16	11	6
The school helps me to support my child's learning	38	20	97	50	39	20	11	6
The school helps my child to have a healthy lifestyle	38	20	120	62	25	13	4	2
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)	42	22	106	55	24	12	7	4
The school meets my child's particular needs	36	19	117	61	28	15	6	3
The school deals effectively with unacceptable behaviour	45	23	99	51	25	13	17	9
The school takes account of my suggestions and concerns	34	18	102	53	36	19	10	5
The school is led and managed effectively	32	17	118	61	22	11	13	7
Overall, I am happy with my child's experience at this school	54	28	95	49	28	15	9	5

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 is for the period 1 September 2009 to 31 March 2010 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring term 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 September 2010

Dear Students

### **Inspection of Baysgarth School, Barton-upon-Humber, DN18 6AE**

On behalf of the inspection team I want to thank you for the way you welcomed us to your school. You were happy to talk with us and give us your views of the school. It is clear to us that you enjoy being at Baysgarth and that you feel safe and well cared for. We were delighted with your good behaviour and the clear respect you have for each other and your teachers.

We think Baysgarth is doing a satisfactory job in helping you to learn. The headteacher and other senior leaders are doing a good job and have succeeded in raising the standards since the last inspection. The teaching is good, the curriculum is good and there is a good range of activities that you can join in. Many of you show you are prepared to take on responsibilities and help others. If you are not making the most of the opportunities the school provides we would encourage you to do so.

We think the school can do even better with your and your parents' and carers' help. The school needs to:

- continue to raise standards in English and mathematics by securing the progress made in the previous year
- work with you and your parents and carers to develop high-quality learning opportunities away from school
- continue to develop strategies to involve parents and carers more in supporting the school to enhance and improve your learning.

On behalf of the inspection team I wish you all the best for your future.

Yours sincerely

Mr Ian Richardson  
Her Majesty's Inspector

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