

# Frederick Gough School - A Specialist Language College

Inspection report

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<b>Unique Reference Number</b>	118097
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	358262
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	Marianne Young 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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Galey
<b>Headteacher</b>	Mr Ben Lawrance
<b>Date of previous school inspection</b>	1 April 2008
<b>School address</b>	Grange Lane South Bottesford, Scunthorpe Lincolnshire DN16 3NG
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Thirty eight lessons and teachers were observed. Meetings were held with selected students, the headteacher, staff, members of the governing body and the School Improvement Partner. Inspectors observed the school's work, looked at the school website and a range of information including safeguarding and other policy documents, students' targets and tracking data, whole school and departmental improvement plans and the minutes of recent governing body meetings. Inspectors also spoke informally to students at social times. They scrutinised 476 parents' and carers' questionnaires, as well as 35 staff and 145 student questionnaires.

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

- The attainment, learning and progress of all students, especially those who are more able, and their performance in English and mathematics.
- The quality of teaching and learning and whether teachers are using assessment data effectively in order to drive improvements and raise attainment.
- Whether the curriculum, external provision and language specialist status contribute effectively to meeting the needs of all students and raising attainment.
- The effectiveness of the school's leaders in monitoring and evaluating provision and the performance of the school, together with leaders' capacity to drive improvement.

## Information about the school

Frederick Gough is larger than the average secondary school. It has specialist language status. The proportion of students known to be eligible for free school meals is slightly below average. However, the proportion of students with special educational needs and/or disabilities and those with a statement of special educational needs is above average. The majority of students are White British with those from Indian, Pakistani and African heritages making up the other main groups.

**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?**

**2**

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

**2**

## Main findings

Frederick Gough is a good school. Since the last inspection, the school has made considerable improvements especially in the care and support given to students and also the dynamic and well managed curriculum provided. The curriculum is particularly responsive to students' needs and is integral to both their academic and personal development. These key factors, plus leaders' determination and drive for improvement, have ensured that attainment has risen and students, but especially those with special educational needs and/or disabilities, make good progress. Many of the students spoken to by inspectors are proud of their school and enjoy the different opportunities provided for them. Attendance has improved and behaviour is good. Despite the cramped conditions in the buildings, students generally move around sensibly and act politely towards each other, visitors and other adults.

Examination results for Year 11 have improved year-on-year since the last inspection. An appropriate system for tracking the progress made by individuals and different groups of students is in place. As a result of this information, senior and middle leaders provide appropriate interventions and support for students, especially those in Key Stage 4. Although school data showed that improvement in students' attainment is being made, it is more noticeable for less able and average ability students. Inspectors observed that when some teachers plan work, they make variable use of the information provided for them about the capabilities of more able students, especially boys. This is a key reason, why, in less effective lessons, students' progress is often limited. The most skilful teachers inspire and challenge students and provide opportunities for them to investigate and develop enquiry skills. While there are examples of very good feedback to students on their work, there is still inconsistency in teachers' marking. Similarly, there is a lack of consistency throughout the school in developing students' key skills in all subjects. Likewise, spiritual development tends to be restricted to religious education lessons.

Pastoral care for students is outstanding and parents are fully supportive of the work done, especially for disadvantaged students and those with particular needs. The successful implementation of the different curriculum pathways and links with external agencies are key reasons for improved attainment and why the school succeeds in keeping students involved in their education and effectively prepared for further study when they leave the school. Specialist status permeates many areas of the school and provides a number of opportunities for students to study different languages beyond the usual European ones. Trips abroad are well attended and these provide students with a wide experience of cultural and multicultural issues. Although the impact of community cohesion is not currently monitored, there is a strong community spirit within the school and the students are successfully involved in a range of local and community initiatives that make a strong contribution to their good personal development. These demonstrate

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clearly leaders' commitment to providing equal opportunities and positive experiences for all students.

Self-evaluation is done regularly and leaders have a clear understanding of the school's strengths and weaknesses. However, as yet this work has not been translated into an effective development plan which defines with precision what needs to be done and how progress will be monitored and evaluated. Prior to the inspection, leaders had already identified the attainment of more able boys as a cause for concern, despite the overall improvements in attainment. Governors monitor progress in subjects through a regular cycle of meetings with senior leaders. Subject leaders increasingly have the confidence and skills to drive improvement and to raise attainment in their subject areas. In spite of limited resources, the school provides good value for money and demonstrates good capacity for sustained improvement.

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

- Improve the quality of students' learning by:
  - ensuring that teachers plan activities in lessons which provide suitable challenge and are matched closely to the differing needs and capabilities of all students, especially the more able
  - ensuring that all teachers mark students' work regularly and provide precise feedback so students know how to take the next steps to improve their learning.
- Evaluate more closely the impact of initiatives to ensure that strategic planning, at all levels, is measurable, systematic and linked closely to improving outcomes for all students.
- Make certain that all teachers share responsibility for developing students' basic skills and spiritual awareness in all lessons.

### **Outcomes for individuals and groups of pupils**

<b>2</b>
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In 2010, Year 11 attainment continued to improve and students made good progress relative to their broadly average starting points. The variety of subject choices, including early entry for some GCSE subjects, resulted in more students than previously gaining five A\* to C grades at GCSE level. When English and mathematics are included, the school exceeded its challenging target for this measure. School data and inspectors' observations confirm that students' progress is more rapid in English than mathematics. However, despite exceeding expectations for the proportion of students attaining three A\* and A grades in the specialist language subjects, overall specialist targets were not met. The personalised programmes of study and support from additional adults ensure that students with special educational needs and/or disabilities make particularly good progress.

The vast majority of students behave well, although a few parents and carers expressed concern about the behaviour of some students. There was some low level disruption observed by inspectors, due mainly to a lack of challenge in lessons. Students say they feel safe in school and generally conduct themselves well. The 'Optimum' programme not only encourages students to take responsibility for their learning but also enables them to

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set themselves personal and community challenges. Students welcome these opportunities and it helps to engender a 'can do' culture within the school.

Students enjoy coming to school, as shown by their above average attendance and involvement in different activities, some of which are successfully led by the active school council. They place a high value on the school community because they feel well cared for and supported. Senior students attending the careers morning reported that they were very well informed and all avenues for future study were open and discussed with them. They have a good understanding of the risks associated with factors that have an impact on their physical and mental health and emotional well-being. Students recognise, but a small number do not always choose to follow, the benefits of a healthy diet and regular exercise.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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	2
<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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Students make good progress in those lessons where teachers' expectations are high and the level of challenge allows them to deepen their thinking and understanding; well-considered tasks and targeted questioning are also notable features. In these lessons, students engage well and contribute significantly to their own learning. However, inspectors saw a few lessons where teachers' expectations of individual students' capabilities were restricted, especially for more able students. A few lessons are characterised by lengthy teacher input which dominates throughout the lesson. Students

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report that they appreciate and take note of attainment levels and comments in their books. However, marking remains variable, with examples of unsatisfactory practice in some areas, including weaker performing subjects.

The development of the 'Optimum' curriculum is a significant initiative and it is well received by both staff and students. Early indications show that it is contributing considerably to raising students' attainment and their personal aspirations. Progress in improving students' basic skills in different subjects is uneven, as shown by the variation and worth given to this in teachers' lesson planning. Links with external partners help to promote the specialist subjects as well as providing a number of courses which the school alone could not provide.

Levels of support and care for students are exceptionally well targeted and help students recognise and understand factors that affect their well-being. The school provides a welcoming learning environment and knows and understands the needs of students and their families extremely well, including those individual students who face challenging circumstances or who are potentially vulnerable. High quality guidance informs students of their future options and prepares them very well for employment, training or future education.

*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>1</b>

## How effective are leadership and management?

The leadership of the headteacher has been the catalyst for change. Together with his deputies, he is ambitious for the school's success and there is a united drive for further improvement. As a result, since the last inspection, results have improved steadily and challenging targets are being met and in some cases exceeded. Middle leaders are mainly unified in their resolve to improve provision and achievement in their subject areas. Through analysis of examination performance and other work, the majority correctly identify where improvements should be made. However, converting this information into a coherent and informative document is underdeveloped. The promotion of equal opportunities is strong and all forms of discrimination and barriers to learning are effectively tackled.

Leaders have high expectations of classroom practice which is regularly monitored to identify where improvements are needed. However, ensuring that students' learning gets better is inconsistently developed, as shown by some variability in the quality of lessons and other evidence observed by inspectors. Partnerships with other institutions and services add significantly to the quality of education the school provides. Safeguarding procedures meet requirements and are regularly reviewed to ensure that systems are

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appropriate to the changing needs of the school. Governors are informed about the work of the school and fulfil their statutory responsibilities effectively. They are linked to subjects and make regular visits to observe practice and discuss progress. The school promotes community cohesion well. Specialist status has supported effective links with other schools and the local and wider communities. It also contributes well to students' understanding of societies across the globe especially in Russia and Japan.

*These are the grades for 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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</b>

## Views of parents and carers

Questionnaires were returned from 43% of parents and carers. This is a much higher figure than that seen normally. Of these, most were supportive of the school; however, a very few returns expressed concerns about behaviour and whether teachers were interested in students' views. A slightly higher proportion of parents and carers had concerns about how the school helps their child to have a healthy lifestyle and to enjoy school. The inspection team responded by speaking to students and staff. They found no evidence to support concerns regarding behaviour. They also found that the school provides well balanced menus, good physical education opportunities and teaches students, especially through the physical, social, health and citizenship education (PSHCE) programme, about the benefits of a healthy lifestyle. Those students who want to change their ways, especially in relation to smoking, are supported through the different cessation programmes. The school regularly seeks students' opinions through different mechanisms as well as consulting with the school council.



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

Ofsted invited all the registered parents and carers of pupils registered at Frederick Gough School - A Specialist Language College 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 476 completed questionnaires by the end of the on-site inspection. In total, there are 1106 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	132	28	309	65	28	6	4	1
The school keeps my child safe	137	29	318	67	13	3	2	0
My school informs me about my child's progress	132	28	293	62	30	6	3	1
My child is making enough progress at this school	124	26	318	67	16	3	4	1
The teaching is good at this school	121	25	330	69	8	2	3	1
The school helps me to support my child's learning	87	18	319	67	44	9	4	1
The school helps my child to have a healthy lifestyle	78	16	341	72	39	8	3	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)	131	28	310	65	14	3	1	0
The school meets my child's particular needs	121	25	331	70	15	3	2	0
The school deals effectively with unacceptable behaviour	133	28	276	58	42	9	9	2
The school takes account of my suggestions and concerns	73	15	333	70	33	7	6	1
The school is led and managed effectively	165	35	282	59	12	3	1	0
Overall, I am happy with my child's experience at this school	170	36	282	59	14	3	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 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 are for the period 1 September 2009 to 31 March 2010 and are 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 terms 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.**



25 October 2010

Dear Students

**Inspection of Frederick Gough School - A Specialist Language College,  
Scunthorpe, DN16 3NG**

Thank you for the welcome you gave me and the inspection team when we inspected your school recently. Thank you also to those of you who filled in the questionnaire. Your views helped us to find out about the school. We enjoyed talking to you, looking at your work and watching you learn. I thought you would like to know the outcome of the inspection.

You go to a good school. The results in 2010 improved yet again and more of you gained a number of good qualifications. However, not all of you, especially those who are more able, are given work that is challenging and enables you to reach the highest grades. The 'Optimum' curriculum is successfully enabling you to study subjects which meet your individual needs and interests. During the inspection, many of you were setting yourselves personal and community challenges. Hopefully you will all be successful with these ventures. These activities contribute well to your academic and personal development and also encourage you to get involved in school life and to attend regularly.

Your headteacher is determined that you should all do as well as you possibly can and that your school should continue to improve. In order for this to happen, lessons must be planned carefully so that you are all given work that is sufficiently challenging and that you understand how to make improvements. Leaders are going to evaluate initiatives that are in place and any new plans, to ensure that these successfully help you to reach higher attainment levels. Finally, I have asked that all teachers share responsibility for developing your basic skills and spiritual awareness in all lessons.

I wish you all the best for the future.

Yours sincerely

Marianne Young

Her Majesty's Inspector

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