

# Bay House School

## Inspection report

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<b>Unique Reference Number</b>	116501
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357989
<b>Inspection dates</b>	9–10 March 2011
<b>Reporting inspector</b>	Christine Jones 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>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	2575
Of which, number on roll in the sixth form	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr C Donovan
<b>Headteacher</b>	Mr I Potter
<b>Date of previous school inspection</b>	13 March 2008
<b>School address</b>	Gomer Lane Gosport Hampshire PO12 2QP
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The inspectors visited 54 lessons, saw 50 teachers and held meetings with governors, staff and groups of students. They observed the school's work, and looked at a range of evidence including the school's self-evaluation and development plans, information about students' performance and questionnaires completed by staff, students and 317 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of students who are known to be eligible for free school meals and those with special educational needs and/or disabilities.
- The success of the sixth form in maintaining outstanding outcomes.
- The impact of the care, guidance and support the school provides for its students.

## Information about the school

Bay House School and Sixth Form is much larger than most secondary schools. Students come from a wide range of backgrounds, but most are White British and very few speak English as an additional language. The proportion of students known to be eligible for free school meals is below average. The proportion of students with special educational needs and/or disabilities and of those with a statement of special educational needs is below the national average. The school has set up its own 'Enterprise Academy' off site for vocational provision funded jointly by the school and local businesses. The school is a specialist mathematics and computing school. Among many other awards, the school has gained International School status and works actively with local schools and other partners in the Gosport community.

**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

Bay House school and sixth form is an outstanding school that has the highest expectations of its students and a determination that they will achieve their best. The school makes this happen by taking exceptional care of the students and ensuring that provision meets students' changing demands and needs. This is supported by high quality approaches to safeguarding that permeate all aspects of school life. Engagement with parents and carers is exceptionally strong. As one parent said, 'As a result of the teachers' belief in a teenager, my child has grown enormously emotionally and intellectually to prove them right.' The school's strong emphasis on a caring, inclusive ethos results in students achieving exceptionally well. They make outstanding progress from broadly average levels on entry to the school to reach above average standards by the end of Year 11. Students with special educational needs and/or disabilities make at least good progress because of the very good individual support they receive.

Parents and carers support the school's high expectations of their children and feel the school is safe and a happy place. Students are proud of their school and feel very safe and well cared for. There are very good relationships between staff and students and students behave well both in and out of lessons. Students report that bullying is always taken very seriously and acted on very effectively. Students are growing into mature, sensible young adults with a strong sense of responsibility through which they make an exceptional contribution to the school and the wider community. Their spiritual, moral, cultural and social development is also outstanding. Students have a good understanding of the factors which are important for a healthy lifestyle. Many take part in the wide range of sports activities available although they do not always choose healthy eating options. ♦♦

Students' outstanding progress is a result of good teaching, together with their own determination, high quality pastoral care and the high expectations that are enshrined in the school's ethos. Teaching is particularly successful when students are engaged and interested in the rich variety of challenging activities, and when they are stretched and encouraged to think for themselves through explaining their own understanding. Many teachers are skilled in using probing questions to test understanding and to encourage students to assess their own progress and identify how to improve. Through good and sometimes outstanding use of assessment information teachers know where each student is in their learning and when they are ready to take the next steps. However, this information is sometimes not communicated effectively to the students themselves especially where teachers' marking of written work does not always give students enough guidance on the standard they are reaching and how to improve.

The outstanding curriculum is adapted flexibly by the school to meet students' needs and is a vital component of the outstanding care and support the school provides. The off-site 'Enterprise Academy' is a very successful example of this provision focused on those

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students who would benefit from a more vocational approach. Places here are sponsored by the school and local businesses. All aspects of the sixth form are outstanding and meet the needs of the students, providing a secure foundation for further study and higher education.

Outstanding leadership and management at all levels, including the governing body, ensure that educational provision is responsive and flexible to the changing needs of the school population and strongly promotes equal opportunities for all. This is supported by thorough, accurate and honest self-evaluation systems that give a clear view of the school's strengths and areas for development. School leaders place significant importance on the role of the school in the local community and beyond and community cohesion is excellent. The constant drive to ensure all students reach their full potential secures an outstanding capacity for further improvement.

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

- Ensure all staff use assessment strategies consistently so that:
  - students' work is carefully and regularly marked
  - students know the standard of their work and understand what they need to do to improve.

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

**1**

Students make excellent progress in lessons and enjoy learning especially where they are actively involved. They are keen to do well and concentrate hard, responding enthusiastically to stimulating work and opportunities to think for themselves. ♦ Students are very generous in their support for each other and collaborative learning is particularly successful. Consequently, the results students achieve in GCSE examinations are above average with a strong performance across most subjects. The percentage of students gaining five A\* to C grades including English and mathematics is consistently well above that found nationally. Outcomes in the specialist subjects of mathematics and information and communication technology (ICT) make a significant contribution to students gaining good life skills that prepare them for future education, training and employment.

The vast majority of students come to school regularly and on time and attendance is above average. The strong student voice means that many students are actively involved in the school community and their contribution is significant both in school and the wider community. In particular, students have a growing interest in ethical issues such as those raised through the school's international status. They are keen to work with students in other countries and show enthusiastic support for the links with China and other countries. Students have a mature interest in spiritual, moral and social issues and this is stimulated by thought-provoking assemblies. Students are keen participants in the extensive range of extra-curricular activities offered by the school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
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>1</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>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Good quality teaching maintains high levels of challenge in lessons and a good pace that keeps students 'on their toes' and focused on their learning. Outstanding lessons are planned to stimulate students' thinking about the way they learn and then put this into action supported by the creative use of resources. For example, ICT is used well to support learning by both teachers and students and has been enhanced through the school's specialist status. Teachers are given good information about the learning needs of individual students, especially those with special educational needs and/or disabilities. Where marking and assessment are used as usually intended, students' success is clearly identified and good guidance given on how to improve, but this is not always the case. ♦

The school seeks to continually improve curriculum provision. The match of the curriculum to the needs of the learners is always under review through regular consultations with the students. This flexible approach to curriculum planning maintains its relevance to students' needs and interests. A rapid response to issues as they arise ensures that the curriculum provides excellent support for learning and a personalised learning experience for the students. The school offers a wide range of academic options for study in Key Stage 4 including a variety of different languages together with extra curricular Mandarin. Alongside the school's own off-site provision for vocational education (the Enterprise Academy) a range of other vocational options are available to students through liaison with local providers.

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Staff know their students extremely well. Students and their parents and carers have every confidence in the high levels of care the school provides. The welfare of students is monitored carefully. Students who are vulnerable, at risk or have complex special educational needs and/or disabilities are identified effectively and given very good support. One parent felt strongly that the work of the learning support team has 'enabled my child to flourish'. The school works very effectively with a wide range of different external support agencies as well as the local community. ♦

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and his very effective senior and middle management teams are united in their commitment to helping all students in their care to achieve their best.

Students' performance and the work of the school are monitored through robust systems and structures that allow for key priorities and improvement targets to be set that are ambitious but realistic. These challenging performance targets are used very successfully to raise achievement. This process is underpinned by an approach to accountability that is not afraid to challenge mediocrity but also to support through very effective professional development opportunities. The school is highly effective in managing and using the available resources on this large site in order to meet students' needs and secure outstanding value for money.

No form of discrimination is tolerated and equality of opportunity is promoted very successfully. This is illustrated by the good progress made by vulnerable students and those with special educational needs and/or disabilities. As part of the high quality care for the students, robust procedures are in place to ensure their safety and all current safeguarding requirements are met. Staff have been suitably trained in child protection and the school encourages a sensible attitude among students to keeping themselves safe. The school is active in promoting cohesion within its own community, in the local area and through international links as part of its status as an International School.

The governing body makes an exceptional contribution to the school. It has a clear view of the school and its role within the local community. It provides a significant level of professional challenge to the senior team and others that will not allow any complacency to creep into the work of the school. Governors are adept in involving the local community and businesses and were instrumental in setting up the joint funding for the very successful 'Enterprise Academy'.

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Parents and carers are very supportive of the school and communication and partnerships are excellent. Even so, the governors continually seek to canvas the views of all parents and carers and to involve them in the life of this vibrant educational establishment. ♦♦♦

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

Since being established in 1996, the sixth form has grown rapidly in terms of student numbers and reputation and is judged by the school, quite rightly, to be outstanding.

Provision complements that of other local colleges and the focus at Bay House is on academic rather than vocational subjects. ♦As a result, up to half of the students come into the sixth form from other schools while many Year 11 students from Bay House move on to more appropriate provision organised elsewhere. Most students who start in Year 12 go on to finish their studies in Year 13 and success rates are very high. Students make excellent progress and reach very high standards in all subjects that are significantly above those reached nationally. ♦

Students are set aspirational targets and their progress is closely monitored through regular 'checkpoint weeks' and termly reviews involving teachers, students and parents and carers. Students are expected to come to lessons as regularly as possible and their attendance is closely monitored. This ensures that absence rates are very low. Sixth form students with special educational needs and/or disabilities are extremely well supported and achieve as well as their peers.

Teaching is highly effective and often inspirational as teachers use their excellent subject knowledge to deliver engaging, interesting lessons that students clearly enjoy. This is supported by a strong approach to encouraging students to develop as independent



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learners and to come to understand how their own individual approaches to learning impact on their achievement. The outstanding curriculum meets the needs of these A-level students and a very large majority go on to their first choice of institution of higher education.

The outstanding leadership and management of the sixth form continue to promote high quality education through a relentless drive to raise standards. Many opportunities are provided for students to make a significant contribution to the school and local communities. For example, sixth form students act as mentors for younger students as well as organising trips and helping with remedial reading programmes. Expectations are high but there is extensive support available to ensure that all students achieve the best they can while planning for their future life and further studies.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

**Views of parents and carers**

The response of parents and carers was overwhelmingly very supportive of the school. There were many appreciative comments that acknowledged the very positive impact the school has on their children. A very small minority felt that the school did not help their child to have a healthy lifestyle, a criticism with which a few students agreed. The inspection found little evidence to support this view although some students indicated they did not like the food choices in the canteen.

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

Ofsted invited all the registered parents and carers of pupils registered at Bay House 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 284 completed questionnaires by the end of the on-site inspection. In total, there are 2161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	38	164	58	6	2	3	1
The school keeps my child safe	93	33	185	65	2	1	0	0
My school informs me about my child's progress	133	47	141	50	7	2	2	1
My child is making enough progress at this school	123	43	143	50	11	4	3	1
The teaching is good at this school	109	38	160	56	7	2	0	0
The school helps me to support my child's learning	81	29	168	59	25	9	1	0
The school helps my child to have a healthy lifestyle	52	18	182	64	29	10	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)	86	30	172	61	8	3	2	1
The school meets my child's particular needs	102	36	160	56	11	4	3	1
The school deals effectively with unacceptable behaviour	67	24	175	62	18	6	3	1
The school takes account of my suggestions and concerns	56	20	167	59	21	7	4	1
The school is led and managed effectively	115	40	155	55	5	2	1	0
Overall, I am happy with my child's experience at this school	143	50	129	45	5	2	4	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



11 March 2011

Dear Students

**Inspection of Bay House School, Gosport, PO12 2QP**

Thank you for the warm welcome you gave to the inspection team when we visited your school recently. We enjoyed meeting you and being in your lessons. We were particularly impressed by the pride you take in your school. This letter is to tell you what we found.

- Bay House is an outstanding school.
- Your achievement is excellent; you make outstanding progress and reach well above average standards by the end of Year 11 and in the sixth form.
- You tell us you feel very safe in the school and learn a lot in your lessons when they are lively and interesting. You really enjoy school, attend regularly and on time.
- You make an excellent contribution to the school and are keen to take on responsibilities. A large number of you are involved in activities both in school and beyond.
- The excellent curriculum helps you to achieve the best you can. Many of you take part in the wide range of extra-curricular clubs and activities.
- The school cares for you extremely well and there is always someone to help if needed.
- Many of your teachers plan lessons that will keep you interested and help you to learn successfully, but, when they mark your books, teachers do not always tell you enough about the standard of your work and how to improve.
- The headteacher and his staff and the governors work hard to make sure you achieve the best you can.

We have asked the school to look at the following areas to help you improve:

- make sure all teachers mark your work regularly, help you to understand the levels you are reaching and to know what to do to improve your work.

You can help by using their advice to improve your work.

We wish you well for the future.

Yours sincerely

Christine Jones

Her Majesty's Inspector

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