

Baycroft School

Gosport Road, Stubbington, Fareham, Hampshire, PO14 2AE

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Select	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.

- Parents and carers, students and staff are proud of Baycroft, a happy school that prepares students well for their next stage of education.
- All groups of students achieve well and make good progress from their starting points in English and mathematics. Some make outstanding progress in other subjects, such as science and art.
- Adults provide high levels of care and support, so that students who are new to the school quickly settle. Relationships between staff and students are very strong.
- Students behave well in lessons and around the school. They are very tolerant of each other's differences and show great respect for each other and for adults.
- Leaders and managers, including governors, are ambitious for the school and have high expectations. Their focus on achievement and teaching in the last three years has led to improvements in the rate of progress that students make each year.
- Since the previous inspection, the good quality of teaching has been maintained with some that is now outstanding.

It is not yet an outstanding school because

- Although students make good progress in English, progress in writing is slower than in reading. This is because students do not always practise the writing skills they have learnt in English across other subjects.
- Teachers do not always make sure that when students show that they can do the work, they are moved on quickly enough.
- When teachers give comments about how to improve work, they do not consistently give students the time to respond.

Information about this inspection

- Baycroft is a school for students aged 11 to 16, most of whom have moderate learning difficulties. Additionally, some have autistic spectrum disorders or severe learning difficulties and the school has developed specialist classes, known as ‘resource classes’ to meet their needs. All students have a statement of special educational needs. There are more boys than girls.
- Some students are taught in mixed-age classes.
- Nearly one third of the students is known to be eligible for the pupil premium (additional government funding for students who are eligible for free school meals, pupils from service families, and those in care), which is just above the national average. Most students are from White British backgrounds.
- Nearly one fifth of students join the school at different stages of their school career and at different times of the year.
- A few Key Stage 4 students attend college or vocational placements part time at Fareham College. Students also attend short sessions at Eastleigh College, St Vincent College, Gosport, and Southdown College, Portsmouth, as part of their preparation for college courses when they leave school.
- The school is part of a schools teaching alliance, which is a partnership between schools to support improvements.

Inspection team

Helen Howard, Lead inspector

Additional Inspector

Bob Coburn

Additional Inspector

Lynda Walker

Additional Inspector

Full report

Information about this school

- Inspectors observed 30 lessons, some of which were joint observations with the headteacher.
- Account was taken of the 13 responses to the online survey of parents' and carers' opinions (Parent View). Inspectors also met with parents and looked at the school's own surveys.
- Meetings were held with various members of staff and representatives from the governing body. Inspectors spoke to many students and looked at behaviour in lessons and around the school.
- The inspectors also looked at documentation about students' progress, teaching and planning. The school's documents on safeguarding were scrutinised, together with records of attendance and students' behaviour.
- Inspectors listened to students read and looked at their work, both in lessons and in books from the previous year.

What does the school need to do to improve further?

- Raise achievement in writing by making sure that students have more opportunities to practise the skills they have learnt in English lessons across all subjects.
- Improve the quality of teaching so that more is outstanding by making sure that teachers consistently:
 - move students on quickly when they show that they can do the work
 - check that when marking gives precise information about how to improve work, they give students the opportunity to do this.

Inspection judgements

The achievement of pupils is good

- As a result of their learning difficulties, most students start school with very low levels of literacy and numeracy. From these starting points, they make good progress and, by the time they leave school, gain qualifications that prepare them well for their next stage of education at college.
- Students thoroughly enjoy practical activities and in some subjects, such as science, drama, design and technology and art, they make outstanding progress. In a Year 11 art lesson, students studied the artist Kollwitz and used her ideas in their own work. As a result of adults' very good subject knowledge, students were supported to produce work to a very high standard. They showed high levels of concentration and effort.
- Students who are taught in resource classes make equally good progress compared to other students in the school because activities are well structured. The very good relationships between adults and students keep students on track with their learning. Students make good progress in their communication skills because a range of support is available, including communication aids and adapted tasks.
- Students who are eligible for pupil premium funding do as well as those who are not and there is no difference in attainment between them. This is because they are supported with a range of programmes to help them make fast progress, including for reading, extra help in lessons and extra equipment to help them learn. The school promotes equal opportunities very effectively and carefully analyses data about every student's progress to make sure that all achieve well.
- Many students are at early stages of reading when they join the school. The strong focus on developing skills, such as rehearsing key words in lessons, results in them making good progress. The one-to-one support for some students helps them to become increasingly confident.
- Students make good progress in gaining mathematical knowledge and skills. In one mixed Years 8 and 9 lesson, for example, students had cards with three-digit numbers that they had to put in order. More able students were given negative numbers and decimal places. By the end of the lesson, they were able to write problems for each other, demonstrating their understanding of the process.
- In Key Stage 4, the range of subjects is increasing and more students are achieving at least eight qualifications by the end of Year 11. Qualification levels are carefully matched to each student's ability so that the students are able to make good progress from their starting points. A few students attend a local college part time and the school monitors their work to make sure that they are on track to do well. This alternative provision is effective in ensuring that students remain interested in education. Very occasionally, students are entered early for GCSE examinations. The school ensures that all students move on to further education when they leave school.
- Achievement is not outstanding because, although progress in writing is good, there are not enough opportunities for students to practise their skills in a range of other subjects and this means that do not always make the rapid progress they could.

The quality of teaching is good

- The good quality of teaching has been maintained since the previous inspection. There is a detailed programme of support for teachers and this has included a focus on the quality of teachers' marking and on matching activities to all students' abilities. As a result, some teaching is now outstanding.
- Teachers know students well and use the data about students' performance to plan activities that match individual abilities. They use a range of resources, including videos and interactive

whiteboards, to motivate students and they are skilful in adapting tasks so that all students can work at their own level.

- Regular meetings between teachers and leaders and managers make sure that if any students are not achieving as well as they could, teachers plan lessons to help them catch up quickly.
- Teaching assistants work very well with teachers to give extra help to students. Some teach small groups of students in lessons, some support individual students and others provide support to manage behaviour. For example, in a Year 11 English lesson, students were studying *Billy Elliot* as part of their examination course. The class was arranged in two groups for part of the lesson. The teacher worked with one group of students and the teaching assistant worked with the other group. As a result, both groups had an adult who could support the different level of work set and, consequently, all students achieved the level they should.
- Students enjoy lessons and say that adults help them a lot when they get stuck. Most think that the level of work is 'about right' for them. Most parents and carers agree that their child is taught well.
- Teachers mark work regularly. They celebrate what students have done well and give them information about how well they are doing, as well as explaining exactly what they need to do to improve. However, they do not consistently give students time to make the improvements.
- In some lessons, when students show that they can do the work, teachers do not move them on quickly enough and this means that a few students do not make the rapid progress they could.

The behaviour and safety of pupils are good

- Students have positive attitudes to learning throughout the school. They enjoy coming to school and this is demonstrated by their regular attendance, which is above the national average for special schools.
- Relationships between adults and students are very good. Staff consistently model the behaviour they expect from students and, as a result, there are high levels of respect between adults and students. Students are welcoming and friendly. For example, one student said, without prompting, 'Hello and welcome to our class.' Students open doors for visitors and are happy to talk to them about their work.
- Students are particularly tolerant of each other's differences. In a mixed Years 8 and 9 mathematics lesson, students waited patiently in a lesson whilst one of the group answered a question using a communication aid.
- The reward system helps to keep students on track in lessons. Students enjoy the 'positive referrals', which celebrate good effort, and their behaviour improves as a result.
- Students know that their views are listened to. Students who are members of a governors' committee were able to request the redecoration of an area of the school, which was completed last year.
- The school tackles discrimination well. Students know about bullying, including the different types, and say that it does not often happen. They are confident that they can go to adults if they have concerns and that any incidents will be properly dealt with.
- School records show that individual students who have behavioural, emotional and social difficulties make good progress over time. Adults are skilful in managing behaviour and maintain a calm and orderly environment. Detailed behaviour plans give students clear targets for improvement. Adults make good use of humour to keep students motivated.
- Effective safeguarding arrangements make sure that students feel safe in school and parents and carers agree. Safeguarding systems are carefully checked to ensure that all requirements are met. The school ensures that students behave equally well when off site during trips and college placements.
- Whilst behaviour is consistently good, it is not outstanding because students' exceptional attitudes towards learning, seen when teaching is outstanding, are not shown in all lessons across the school.

The leadership and management are good

- Since the previous inspection, the quality of teaching and behaviour and safety has been maintained. Improvements in the use of data, marking and in matching activities to students' different abilities have further improved teaching. These improvements in the key areas identified in the last inspection, together with the faster progress being made by students in each year, show that leaders and managers have the capacity to make more improvements.
- Leaders and managers, including governors, have high expectations for students and these are shared with all staff and students, who are proud to be at the school.
- Senior leaders and managers' effective evaluation of the school's performance results in robust plans for improvement, based on strengths and areas for development. They regularly monitor the quality of teaching and provide whole school and individual training and support for teachers. Working with the teaching alliance, they continue to make improvements so that more teaching is now outstanding.
- The school is currently developing the leadership skills of other staff known as 'leaders in learning'. Working with schools in the teaching alliance, they have effectively supported teachers to use data about students' performance to set targets and plan activities and this is increasing the rate of progress that students make.
- The school works well to gain the confidence of parents and carers, including those who may find it difficult to come to visit. Most parents and carers are happy with the school. As one said, 'My daughter used to feel vulnerable at her last school. Now, she is really happy, safe and secure.'
- The curriculum, which is currently being developed, provides a broad range of subjects and supports good progress. There is a very good balance in Key Stage 4 between academic and vocational courses. The school provides excellent opportunities for students' spiritual, moral, social and cultural development. Students clearly enjoy learning and use their imagination well. They have a strong sense of right and wrong and are very supportive of each other.
- The local authority provides only light touch support to this good school. This year, it has supported a safeguarding review and some areas of teaching.
- Leadership and management are not outstanding because middle leaders and managers, who are developing their roles, do not yet have full responsibility for monitoring the work of the school.
- **The governance of the school:**
 - Governors have a broad range of skills and expertise. They are well informed about students' progress, including performance data. They know about the quality of teaching across the school and manage salary progression effectively, so that teachers are appropriately rewarded through performance management. When necessary, they are involved in tackling teachers' underperformance. They regularly visit the school to monitor its work. They have effective links to subject areas and hold senior leaders and managers to account. They know how the pupil premium funding is spent and the impact it has on student progress. They take part in regular training and, consequently, they keep their knowledge up to date, including about safeguarding and health and safety.

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

Unique reference number	116617
Local authority	Hampshire
Inspection number	426392

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

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Peter Swan
Headteacher	Chris Toner
Date of previous school inspection	9–10 December 2010
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