

# Inspection of a good school: Baysgarth School

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

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Inspection dates: 10 and 11 January 2023

## **Outcome**

Baysgarth School continues to be a good school.

## **What is it like to attend this school?**

Leaders have created an inclusive community where all pupils are welcomed at Baysgarth School. Pupils are well cared for by staff. Leaders place pupils' well-being and development at the centre of their decision-making. Pupils are polite and well mannered. They are welcoming to visitors and considerate of each other. The relationships between pupils, their peers and teachers are strong and respectful.

Pupils have access to a wide range of enrichment opportunities, including clubs and educational visits, as well as through 'inspire time' lessons. Leaders have designed a range of pupil leadership roles. Pupils take advantage of these opportunities enthusiastically. Within lessons, pupils are attentive and focused on learning. They benefit from high-quality teaching and make good use of this. Pupils express themselves confidently. This reflects the school's recent work on oracy and literacy.

Leaders have high expectations of behaviour. The majority of pupils meet these expectations consistently. Where disruption occurs, teachers address it quickly and effectively. Bullying is rare in the school. Leaders are clear that it is not acceptable and address it when it does occur. In a minority of cases, bullying is not resolved quickly enough and to the satisfaction of pupils.

## **What does the school do well and what does it need to do better?**

Leaders have a clear vision for how to support pupils. This begins when pupils transition from primary school. Pupils follow the school 'onboarding' process which parents and carers value. Leaders' decisions are grounded in the values of the school and its inclusive approach.

Leaders have developed a 'Baysgarth learning model' which teachers use consistently in lessons. Pupils learn about the model during the school's induction process and understand how it supports their learning. Teachers have a thorough knowledge of the subjects that they teach. They present new information clearly and make sure it builds on

what pupils already know. Teachers use assessment well to check what pupils know. They use this information to adapt their teaching to close gaps in pupils' knowledge.

Leaders have designed a curriculum that is well sequenced and ensures that all pupils learn the most important content. To link key stages 3 and 4, pupils in Year 9 follow the 'gateway curriculum'. In this, they specialise in the subjects they will study at GCSE. Subject leaders have developed detailed plans that identify the most important subject knowledge and wider employment skills they want pupils to acquire. However, it is not always clear to pupils how some of the Year 9 curriculum content links with what they have been taught in Years 7 and 8. Pupils' knowledge does not build on what they already know when this happens.

A small number of pupils with special educational needs and/or disabilities (SEND) receive their education in the school's 'Headway' or nurture provisions. Leaders have carefully considered the support provided for these pupils. The pupils access the same high-quality curriculum as their peers. Leaders give these pupils priority access to careers guidance. Pupils with SEND benefit from their time at the school and secure appropriate destinations when they leave.

Leaders and governors have a detailed understanding of the school's strengths and areas for development. They recognise that the number of pupils receiving a suspension is too high, including those with SEND. The number of suspensions is beginning to reduce. However, leaders know that there is more to do. They have plans to better understand the causes of pupils' negative behaviours to prevent these reoccurring.

Teachers use personal, social and health education (PSHE) lessons to discuss a range of topics. Some of these are first encountered in collective reading lessons. During PSHE lessons, pupils debate important issues. Leaders have integrated work on pupils' wider development within the normal school day to ensure no pupils miss out. During inspire time lessons, pupils access a range of experiences that go beyond the national curriculum. Experiences that they may not otherwise have had. For example, pupils complete the Duke of Edinburgh's Award through these sessions.

Leaders have prioritised pupils' development in reading. They have ensured that all pupils access daily collective reading lessons. Pupils who are at the early stages of learning to read are identified quickly. They access additional support which helps them to catch up with their peers.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have detailed knowledge of both the pupils who attend the school and the community the school serves. Leaders use this understanding to adjust the PSHE curriculum to address any emerging risks faced by pupils. Leaders have developed effective links with the local authority and involve external agencies where appropriate.

The safeguarding team are well trained. Staff are aware of the risks that pupils face. They know how to report concerns about pupils' well-being. They do this in a timely way.

Leaders make appropriate pre-employment checks. During the inspection, leaders made some minor adjustments to the school's single central record of recruitment checks.

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

### **(Information for the school and appropriate authority)**

- The number of pupils, especially vulnerable pupils, who receive a suspension is too high. These pupils miss important learning time and fall behind their peers. Leaders should examine the causes of pupils' poor behaviour. They should put in strategies which mitigate the risk of future suspensions.
- The Year 9 curriculum does not enable pupils to recognise how their knowledge builds on learning from previous years. Some pupils struggle to relate new learning to existing knowledge. Leaders should ensure that the connections between important knowledge are clear so that pupils develop a secure understanding of subject content.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	118109
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10240456
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	963
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Cynthia Edwards
<b>Headteacher</b>	Richard Briggs
<b>Website</b>	<a href="http://www.baysgarthschool.co.uk">www.baysgarthschool.co.uk</a>
<b>Date of previous inspection</b>	3 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The school has recently joined a federation with another local primary school.
- The school operates an alternative provision for pupils with SEND.
- Pupils from the school attend one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspectors met with members of the governing body, including the chair.
- During the inspection, inspectors met with the headteacher and the head of school. They also met with other senior and middle leaders, including those responsible for safeguarding, personal development, careers and behaviour.
- Inspectors carried out deep dives in these subjects: art and design, mathematics and history. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Members of the inspection team also met with the special educational needs coordinator. They looked at a range of documentation regarding the support pupils with SEND receive. Inspectors looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors met with the designated safeguarding lead. They checked records of actions taken by leaders to keep pupils safe. Inspectors scrutinised the single central record of recruitment checks.
- A wide range of pupils and staff talked with inspectors, formally and informally, about the safeguarding culture in school over the course of the inspection.
- Inspectors scrutinised a range of documentation, including minutes from governing body meetings and the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. They spoke to pupils who had been subject to sanctions. Inspectors observed the behaviour of pupils at social times.
- The views of parents, pupils and staff who responded to Ofsted's surveys were considered.

### **Inspection team**

Thomas Wraith, lead inspector

His Majesty's Inspector

Tricia Stevens

Ofsted Inspector

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