

Inspection of a good school: The Banovallum School

Boston Road, Horncastle, Lincolnshire LN9 6DA

Inspection dates:

2 and 3 March 2023

Outcome

The Banovallum School continues to be a good school.

What is it like to attend this school?

This is a school where staff want the best for all pupils. Leaders have a clear vision for the school. They are determined that pupils will succeed. They have put ambitious plans in place. They are helping pupils to know more and remember more. Staff and pupils are proud of the school.

The curriculum is carefully designed to match the needs and aspirations of pupils. They can choose from a wide range of subjects. In all subjects, leaders have considered the important knowledge and skills that pupils need to learn. Teachers regularly check that pupils are on track.

Pupils behave well in lessons and around the school. Leaders have ensured that the school behaviour policy is fair and consistent. Pupils get on well with each other. When they have a problem, they know that there is someone available to help them. Bullying is rare and, when it happens, pupils are confident that it will be dealt with. The school is a harmonious community.

Leaders give pupils many opportunities to take part in extra activities, such as clubs and trips. This helps pupils to learn more about the wider world. It prepares them well for adult life.

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

Leaders have adopted a curriculum that is ambitious and well planned. They have identified key topics and themes. They have carefully considered the aims of each subject. As a result, pupils know more and can remember more. This is now reflected in the key stage 4 results in national examinations.

At key stage 3, pupils study a wide range of subjects. They are given the opportunity to begin studying new subjects at the start of Year 9. However, the number of pupils who go

on to study the full range of academic subjects at key stage 4 is still below the school's target. The school is not on track to meet the government's ambition for all schools.

Most teachers display sound subject knowledge and present learning clearly. They cover the content set out in the curriculum plans. Teachers use questions to extend pupils' knowledge and give clear explanations. In some lessons, teachers' subject knowledge is not as secure, and this slows down some pupils' learning.

Teachers receive regular opportunities for training and development, either through the school or the trust. School leaders and those responsible for governance ensure that teachers are supported to do their job effectively and manage their workload.

Pupils engage enthusiastically with their lessons. Teachers use assessment well to check pupils' understanding, for example, through quick tests of knowledge. Learning is adapted appropriately, so that teachers can address misconceptions or gaps in pupils' learning.

Pupils enjoy reading. They are given frequent opportunities to read for pleasure and to share books. The support that is given to pupils who enter the school with lower than average reading skills is not yet effective enough. Some pupils do not catch up quickly enough with their peers.

Leaders carefully consider the needs of pupils with special educational needs and/or disabilities (SEND) and adapt planning where necessary. Teaching assistants give good support for these pupils in lessons. They develop secure knowledge and skills.

Pupils behave well, both in lessons and around the school. The systems to manage and track pupil behaviour are effective. Leaders respond well to issues and concerns. Staff, parents and pupils told us that behaviour has improved over time.

Leaders have put an extensive programme of clubs and activities in place. This supports the curriculum and enables pupils to learn more about the world beyond school. This includes the opportunity to experience arts and cultural events, as well as an extensive sports programme. For example, pupils recently contributed to a local art exhibition.

Leaders have established a detailed programme of careers advice and guidance. They have carefully considered the context of the school and the needs of pupils. As a result, pupils have a wealth of information to prepare them for life beyond school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders responsible for safeguarding have established thorough systems for reporting and tracking concerns. These are clear and well understood. Staff receive regular training and updates. Appropriate checks are made when new staff join the school.

Pupils feel safe in school. They know who to talk to if they have a worry or concern. They are taught how to recognise risks, including online. They know that inappropriate behaviour, including harmful sexual behaviour, would be challenged by staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not yet fully ensured that all pupils make the right choices to follow an academically rigorous curriculum in key stage 4. This may limit the opportunities that some pupils can access later on. Leaders should ensure that pupils are given high-quality guidance to make ambitious choices when they select their key stage 4 courses.
- The support given to pupils who enter the school with reading skills that are below average is variable. Leaders should ensure that a sequenced and well-planned reading curriculum is embedded, so that all early readers catch up quickly.

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 first ungraded inspection since we judged the school to be good in December 2017.

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

Unique reference number	141581
Local authority	Lincolnshire
Inspection number	10254943
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	612
Appropriate authority	Board of trustees
Chair of trust	Heather Payne
Headteacher	Grant Edgar
Website	www.banovallumschool.co.uk
Date of previous inspection	5 and 6 December 2017, under section 5 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized secondary school.
- The school uses the services of one registered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in four subjects: English, mathematics, art and modern foreign languages. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with a wide range of senior leaders, including the SEND coordinator and leaders responsible for behaviour and personal development.
- Inspectors met with trust leaders and those responsible for governance.
- Inspectors looked at information about behaviour, attendance and enrichment opportunities.
- Inspectors spoke to a range of staff.
- Inspectors talked to leaders in charge of safeguarding arrangements. They met with staff and pupils and looked at documentation to evaluate the effectiveness of safeguarding practices and procedures.
- Inspectors considered the responses to the online survey, Ofsted Parent View.
- Inspectors considered the responses to the staff and pupil surveys.

Inspection team

Paul Heery, lead inspector

Ofsted Inspector

Ellenor Beighton

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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