

# Inspection of Frederick Gough School

Grange Lane South, Bottesford, Scunthorpe, Lincolnshire DN16 3NG

---

Inspection dates: 15 and 16 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Previous inspection grade	Good
---------------------------	------

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

Frederick Gough is a truly comprehensive school. A high percentage of pupils have special educational needs and/or disabilities (SEND). Leaders ensure these pupils are fully included in school life. Pupils are happy, kind and respectful of each other. Staff, teachers and leaders are proud to work at the school.

Pupils behave well in lessons and at social times. Pupils speak to each other and to adults in a polite and mature manner. There is a wide variety of extra-curricular clubs, which are well attended. For example, sports, music and languages clubs are available for pupils at lunchtime and after school. Pupils value these opportunities to develop their talents and interests.

Pupils have access to a broad curriculum. The school aims to help pupils to become well-rounded and ready to succeed with their next steps in life. The curriculum enables pupils to achieve this aim.

Pupils are safe at school. Bullying is rare. If it does happen, it is dealt with effectively. A large pastoral team provides effective support to pupils when they need it. Pupils learn how to manage the risks they might face online and in the community.

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

A culture of inclusivity runs through the school. Leaders make sure that all pupils, regardless of background, can access the curriculum. 'Every child matters' meetings help leaders identify any extra support that pupils may need. This child-centred approach ensures that all pupils, including those with SEND, are fully involved in the life of the school.

Leaders have made recent changes to the curriculum to ensure that it is ambitious for all pupils. This has had a positive impact on pupils' progress. The curriculum is well sequenced to ensure that pupils' knowledge builds over time. Teachers have a good understanding of the subjects they teach. They select appropriate activities to help pupils to learn and remember the information they need to be ready for their next steps.

Leaders have strengthened the curriculum to accelerate pupils' progress. The school has worked with the local authority to make curriculum changes in English, mathematics, science and modern foreign languages. As a result of these changes, pupils' achievement is improving. There is still work to do to close the gap between disadvantaged and non-disadvantaged outcomes. Strategies to support disadvantaged learners are not used consistently across the school.

Classrooms are calm and purposeful. There is little low-level disruption. If it happens, teachers use the behaviour policy effectively and consistently. This allows pupils to learn without distraction. Pupils believe that this system is fair. The school

has a multilayered reward system which encourages positive behaviour and attendance. Leaders prioritise attendance. Attendance levels are above national averages. Pupils enjoy coming to school.

The school uses a number of alternative providers of education for pupils who struggle to access the main curriculum. These provisions are appropriate for the pupils who attend. However, leaders need to be more rigorous in assuring the quality of education at these provisions. This will help these pupils to progress more quickly with their learning and achieve better outcomes.

Pupils develop an appropriate knowledge of healthy relationships. They demonstrate respect and tolerance towards each other. Pupils respect each other's differences. The school provides an engaging careers curriculum. Activities such as 'challenge day', additional science, technology, engineering and mathematics activities and access to an online platform provide information about future career opportunities. The school has made strong links with local industries, such as engineering. These activities help pupils to make informed decisions about their future and prepare them for their next steps in life.

Leaders and governors put pupils' interests first when making decisions. Most pupils and parents would recommend the school to others. Staff appreciate the steps that leaders have taken to reduce their workload. Early careers teachers receive extensive support from leaders. Some strategies, for example the pupil premium strategy, are not having the level of impact that leaders would like. Leaders need to have a more thorough oversight of the implementation and impact of the strategies and procedures to support disadvantaged pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some disadvantaged pupils do not achieve as well as their non-disadvantaged peers. The school should ensure that disadvantaged pupils receive effective and timely support in order to support them in making the best possible progress.
- Some strategies and systems are not monitored closely enough by leaders. As a result, leaders do not evaluate and improve some areas of the school as well as they could. Leaders should ensure they have robust oversight and quality assurance of strategies and systems.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	118097
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10297298
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,341
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Harmer
<b>Headteacher</b>	Ben Lawrance
<b>Website</b>	<a href="http://www.frederickgoughschool.co.uk">www.frederickgoughschool.co.uk</a>
<b>Dates of previous inspection</b>	16 and 17 October 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is maintained by the North Lincolnshire local authority.
- The school uses seven alternative providers of education. Two are registered providers subject to inspection by Ofsted. Five are not an Ofsted-registered provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders.
- Inspectors carried out deep dives in mathematics, English, science, modern foreign languages and music. For each deep dive, inspectors held discussions about 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 the special educational needs and disabilities coordinator, and reviewed education, health and care plans and other support plans for pupils with SEND. They visited lessons to see how pupils with SEND are supported to learn.
- Inspectors met with the leader responsible for reading to discuss the support for pupils at the early stages of reading.
- The team scrutinised the school's records of bullying, reviewed the actions leaders take when bullying occurs and spoke to several groups of pupils, including some single-gender groups, to understand their experience of school.
- Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on suspensions and internal suspensions.
- Inspectors met with the chair of the local governing body and other governors.
- Inspectors met with a representative from the local authority.
- Inspectors scrutinised records relating to attendance and records of pupils who have joined or left the school roll.
- Inspectors met with the leader responsible for alternative provision to discuss the rationale for its use and to review the checks that leaders carry out to ensure pupils are safe. Alternative provision settings were contacted and visited as part of this inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents and staff through Ofsted surveys, as well as additional communication from parents during the inspection. The views of pupils were considered through a range of inspection activities.

**Inspection team**

Chris Sergeant, lead inspector

His Majesty's Inspector

Barry Found

Ofsted Inspector

Rebekah Ramsden

Ofsted Inspector

Tim Johnson

Ofsted Inspector

Erica Hiorns

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023