



# Baysgarth School A Specialist Technology College

## Inspection Report

**Unique Reference Number** 118109  
**LEA** North Lincolnshire  
**Inspection number** 280244  
**Inspection dates** 23 May 2006 to 24 May 2006  
**Reporting inspector** Mr Mick Blaylock HMI

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

|                                    |                    |                           |                    |
|------------------------------------|--------------------|---------------------------|--------------------|
| <b>Type of school</b>              | Secondary          | <b>School address</b>     | Barrow Road        |
| <b>School category</b>             | Community          |                           | Barton-upon-Humber |
| <b>Age range of pupils</b>         | 11 to 18           |                           | DN18 6AE           |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01652 632576       |
| <b>Number on roll</b>              | 996                | <b>Fax number</b>         | 01652 635973       |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr Greg Jones      |
| <b>Date of previous inspection</b> | 1 November 1999    | <b>Headteacher</b>        | Mr Colin Saywell   |

| Age group | Inspection dates             | Inspection number |
|-----------|------------------------------|-------------------|
| 11 to 18  | 23 May 2006 -<br>24 May 2006 | 280244            |

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and three Additional Inspectors.

## Description of the school

Baysgarth School is an 11 to 18 mixed comprehensive school which achieved Technology College status from September 2005. The school provides education and care for pupils from the town of Barton and surrounding villages in North Lincolnshire on the south bank of the River Humber. The area is fairly typical of the country in terms of economic and social indicators, although there are pockets of deprivation within the locality that the school serves. The school is of average size. The 1,013 pupils on roll include 107 post-16 students. There is some variation in numbers between the different year groups in the school but the overall number on roll shows a gradual increasing trend. The proportion of the pupils eligible for free school meals is below the national average. The proportion of pupils with learning difficulties and/or disabilities is above average, as is the proportion of pupils with statements of special educational need. Only a few pupils are of minority ethnic heritage; over 99% are White British. There is a higher than average proportion of pupils entering and leaving the school throughout the school year.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 3

Baysgarth School is an improving school which provides satisfactory education and care for its pupils. In recent years, there has been considerable change in staffing, including the senior leaders, within the school. The school's leadership and management are satisfactory. Their self-evaluation has proved mainly accurate. The school has the capacity for further improvement. This capacity is being strengthened by the expansion of the senior leadership team for September 2006. Acquiring Technology College status has helped the school secure a healthier financial position and has improved resources, particularly in information and communication technology (ICT).

Overall achievement and standards are satisfactory, although recent test results for English, mathematics and science indicate that standards are low at Key Stage 3. Pupils do make adequate progress in most subjects throughout the main school and in the sixth form. This is a consequence of the satisfactory, and occasionally good, teaching and learning. However, some lessons lack sufficient pace and challenge to motivate or engage pupils. There is scope for greater consistency in planning, marking and the use of assessment. The curriculum is good, with an excellent range of extra-curricular activities and increasing vocational provision to meet the needs of pupils of all abilities aged 14 to 19.

Pupils' personal development and well-being are satisfactory. The school is succeeding in improving attendance, and pupils are positive about their school. Most pupils behave well, although a significant minority do not and have a disruptive impact on the progress made in some lessons. The quality of the care, guidance and support for learners is satisfactory. The school has a strong commitment to the care of its pupils but could provide more helpful guidance on how to make progress.

### Effectiveness and efficiency of the sixth form

Inspectors agree with the school that its sixth form is satisfactory. The curriculum is limited, mainly academic, though further vocational courses are planned to ensure that the needs of most students are met. Standards at AS level and A level GCE are below the national average, although students do make the progress they should. Teaching and learning are satisfactory. Lessons are generally well planned, challenging and enjoyable. However, students feel that the recent reduction in subject teaching time is having an adverse effect on their achievement. There is a good programme of curriculum enrichment activities and opportunities for community service and work experience.

The monitoring and evaluation of all aspects of the sixth form are now being carried out with greater rigour. Systems to support students, by tracking their progress and involving them in regular self-review and target setting are beginning to have a positive impact on their progress. Most students appreciate that they are well supported and advised, are given good opportunities to take responsibility, and that their opinions are welcomed and acted upon. They are good role models for the lower school. About half of the students regularly gain admission to universities.

Grade: 3

### **What the school should do to improve further**

- Raise attainment, particularly in mathematics and science.
- Improve the quality of teaching and learning to better engage and motivate pupils by, for example, identifying and sharing good practice.
- Develop more consistent and coherent strategies to manage the challenging behaviour of a minority of disruptive pupils.
- Ensure a more consistent implementation of whole-school policies.

## **Achievement and standards**

**Grade: 3**

Achievement and standards are satisfactory overall. Pupils' attainment on entry to the school covers the full range but with fewer higher attaining pupils and more middle attaining pupils than the national average. From this slightly below average attainment level on entry, pupils make satisfactory progress throughout Years 7 to 11. This is reflected in the standards reached at GCSE which have been in line with national averages over recent years. However, standards at Key Stage 3 were unsatisfactory in the 2005 tests. These indicated that pupils' progress was poor and this was reflected in the test results for all three core subjects of English, mathematics and science. The school has responded vigorously to these disappointing results and the performance of current pupils indicates improvement for 2006.

GCSE results in 2005 were consistent with pupils' satisfactory progress. Overall progress is satisfactory but the progress made by middle attaining girls and lower attaining boys was significantly below expectation. Pupils made good progress in English and design and technology. Results in science and mathematics indicated that pupils made relatively less progress in these subjects. Staffing issues have had a negative impact in both of these subjects, although moving to a modular course is already beginning to improve standards in mathematics. Pupils with learning difficulties and/or disabilities are well supported, enabling them to achieve the results they should.

In the sixth form, results at both AS level and A level GCE in 2005 indicate that students made satisfactory progress to achieve expected grades. However, in comparison with the national picture, these results are below average. Results in 2005 were in line with, but slightly below, those for 2004; this coincided with the reduction in teaching time. The school is aware of the relative strengths of the different subject areas and where improvement is needed.

## **Personal development and well-being**

**Grade: 3**

The personal development and well-being of pupils is satisfactory, including their spiritual, moral, social and cultural development. Effective measures that recognise and reward good attendance are in place. As a result, attendance is now in line with

the national average and improving. Most pupils are positive about the school and are keen to learn, although some lack enthusiasm for their studies.

Behaviour and attendance are satisfactory overall. However, a significant number of parents and pupils are quite rightly concerned about behaviour. While many pupils behave well some do not, particularly in lessons where teaching is dull and teachers' expectations are not high enough. The school is working hard to improve behaviour and attendance through more rigorous monitoring. Pupils recognise and welcome recent improvements. The use of exclusion is reducing but remains high.

Pupils say their voice is heard through the school council and pupil surveys. These are becoming increasingly effective in influencing change. Pupils appreciate other opportunities to take responsibility in the school, for example, as prefects or peer mentors supporting younger pupils. Most pupils feel safe in the school, confident that any bullying incidents will be dealt with effectively.

Pupils make a positive contribution to the community through their enterprise work. They enjoy a very wide range of enrichment opportunities, talking enthusiastically about the Rock Challenge and the Fashion Passion. These, together with residential trips both abroad and in the UK, increase pupils' appreciation of school and understanding of other cultures. Pupils recognise the importance of a healthy lifestyle. School meals are increasingly healthy and popular, although considered expensive by some. Pupils benefit from regular exercise, both through physical education lessons and extra-curricular sport. However, the time allocation in Years 10 and 11 is not generous, and there are no programmed opportunities for physical recreation in the sixth form.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. In the best lessons, classroom relationships are good and teaching is lively and challenging. Pupils undertake a range of tasks requiring creativity, problem solving and group work; consequently, they enjoy learning and make good progress. Teachers effectively link lessons to examination and test requirements and check learning regularly so that pupils know how well they are doing and what they need to do next. In the less successful lessons, planning does not adequately address the needs of all pupils, the pace of learning is slow because teaching lacks challenge and pupils are not engaged or do not know what to do to improve.

The quality of lesson planning is inconsistent. In some lessons, learning objectives outline what pupils are going to do, rather than learn. Assessment data are beginning to be used to set pupils' targets, to track their progress and to identify those who need extra support, but some staff do not use this information effectively. Marking is also inconsistent throughout the school; it varies in quality, helpfulness and

frequency. However, there are examples of good assessment practice, for instance, in French and English, from which other departments can learn.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is good, in that it caters for the needs of all pupils. There is outstanding provision of extra-curricular and enrichment activities, which are greatly enjoyed by large numbers of pupils in all years. Pupils commented that the range of sports, performing arts, visits and clubs offers something for all interests and aptitudes.

The increasingly flexible provision of curriculum 'pathways' in Years 10 and 11 allows pupils to match choice of courses to their aspirations and capabilities. A strong focus on work-related learning is driven by the school's commitment to maximise pupils' employment prospects.

The school recognises a need to improve basic skills and is planning a more coherent strategy to develop literacy and numeracy and their use across the curriculum, along with ICT. Although ICT provision has improved since the previous inspection, there are insufficient opportunities for using ICT to enhance teaching and learning in other subjects.

## **Care, guidance and support**

### **Grade: 3**

The quality of care, guidance and support is satisfactory. The school makes every reasonable effort to provide a secure environment. Pupils feel safe and say that any instances of bullying or harassment are dealt with effectively. They are confident that they can approach adults with any concerns. Younger pupils value highly the role played by senior mentors and prefects.

In Year 7, pupils are well supported by good induction arrangements. Sound guidance is provided to help pupils select courses for Years 10 and 12. Assessment information is used to check progress termly, but is not used sufficiently to explain to pupils how they can progress to the next level or grade. This is one of several initiatives, introduced to support pupils' academic achievement. Their impact on results has yet to be felt, due in part to a lack of effective coordination.

Arrangements for identifying and supporting pupils at risk are in place. The school works in partnership with a wide range of external agencies to ensure that pupils have access to the help they need. Responses to the parents' questionnaire indicated that the school could do more to seek and take account of the views of pupils and parents.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory overall. The relatively new senior leadership team consists of the headteacher, his deputy, two assistant

headteachers and a business manager. It is expanding with the recent appointment of the business manager and another assistant headteacher due to take up her post in September 2006.

The team is well led by the headteacher and has a balance of experience and youth. In working to raise attainment, the senior leadership have increased emphasis on quality control and accountability, and have been prepared to challenge weaknesses. The aim is to develop more rigorous monitoring and evaluation within subjects through implementing a common Quality Assurance Handbook. Progress on this varies between subject leaders, reflecting both the staffing shortages and staff turnover.

One third of the teaching staff has been appointed within the past two years. Several staff have left due to retirement, promotion, or poor health with many newly qualified teachers appointed in their place, although in mathematics the school has been dependent on supply teachers due to recruitment and retention problems. Senior leadership team monitoring of the quality of teaching has led to some teachers receiving coaching and support, from both the local authority and skilled practitioners from other schools. Middle managers have been trained in lesson observation so that they can take responsibility for the quality of teaching in their faculties. However, the monitoring and evaluation of teaching and learning are not yet rigorous enough and there is insufficient opportunity for the sharing of existing good practice.

The governing body is committed to the school. Governors provide both support and challenge to the headteacher and initiated the move to securing specialist school status as a Technology College. The school has also received intensive support from the local authority in the past year. This has been in response to concerns about pupils' progress in the 2005 public examinations, and particularly at Key Stage 3. This has begun to have a positive impact on raising attainment.

The school's financial position is now healthy with a considerable overspend from 2004 turned into a small operating surplus. The school provides satisfactory value for money.



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## Inspection judgements

|                                                                                                              |                       |              |
|--------------------------------------------------------------------------------------------------------------|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--------------------------------------------------------------------------------------------------------------|-----------------------|--------------|

### Overall effectiveness

|                                                                                                                                                          |     |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   | 3   |
| How well does the school work in partnership with others to promote learners' well-being?                                                                | 3   | 3   |
| The quality and standards in foundation stage                                                                                                            | NA  | NA  |
| The effectiveness of the school's self-evaluation                                                                                                        | 3   | 3   |
| The capacity to make any necessary improvements                                                                                                          | Yes | Yes |
| Effective steps have been taken to promote improvement since the last inspection                                                                         | Yes | Yes |

### Achievement and standards

|                                                                                                          |   |   |
|----------------------------------------------------------------------------------------------------------|---|---|
| <b>How well do learners achieve?</b>                                                                     | 3 | 3 |
| The standards <sup>1</sup> reached by learners                                                           | 4 | 4 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | 3 |
| How well learners with learning difficulties and disabilities make progress                              | 3 |   |

### Personal development and well-being

|                                                                                                               |   |   |
|---------------------------------------------------------------------------------------------------------------|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 3 | 3 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 3 |   |
| The behaviour of learners                                                                                     | 3 |   |
| The attendance of learners                                                                                    | 3 |   |
| How well learners enjoy their education                                                                       | 3 |   |
| The extent to which learners adopt safe practices                                                             | 3 |   |
| The extent to which learners adopt healthy lifestyles                                                         | 3 |   |
| The extent to which learners make a positive contribution to the community                                    | 3 |   |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |   |

### The quality of provision

|                                                                                                           |   |   |
|-----------------------------------------------------------------------------------------------------------|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 | 3 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 | 3 |
| <b>How well are learners cared for, guided and supported?</b>                                             | 3 | 3 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|                                                                                                                                              |     |     |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |     |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 3   |     |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |     |
| How effectively and efficiently resources are deployed to achieve value for money                                                            | 3   |     |
| The extent to which governors and other supervisory boards discharge their responsibilities                                                  | 3   |     |
| The adequacy and suitability of staff to ensure that learners are protected                                                                  | Yes | Yes |

|                                                                                                             |     |
|-------------------------------------------------------------------------------------------------------------|-----|
| <b>The extent to which schools enable learners to be healthy</b>                                            |     |
| Learners are encouraged and enabled to eat and drink healthily                                              | Yes |
| Learners are encouraged and enabled to take regular exercise                                                | Yes |
| Learners are discouraged from smoking and substance abuse                                                   | Yes |
| Learners are educated about sexual health                                                                   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>                                         |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place                                          | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them                                               | Yes |
| <b>The extent to which learners make a positive contribution</b>                                            |     |
| Learners are helped to develop stable, positive relationships                                               | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills                                                        | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | Yes |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | Yes |

## Text from letter to pupils explaining the findings of the inspection

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Mr Colin Saywell

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26 May 2006

Dear Pupils and Students

Thank you for welcoming us to your school. We enjoyed talking with you about your work and listening to your views about your school. It was also helpful to see parents' views in the questionnaires.

We found that the education and care provided for you in Baysgarth School are satisfactory. The headteacher, together with the senior staff, lead and manage the school effectively. They want to improve the school and this is beginning to happen; getting Technology College status has improved resources. The school supports you and helps you to be healthy, feel safe and achieve well. There are opportunities for you to play your part in the life of the school, for example, through the new school council.

We were impressed by the good range of courses at Key Stage 4 and the outstanding range of activities that you are offered. The school is working hard to make your courses relevant for you. Most of you achieve the results you should in Year 11 and in the sixth form, although last year's Key Stage 3 test results were poor. The school has worked hard to improve them this year, with help from the local authority education service.

Overall teaching and learning are satisfactory. We saw some good lessons but also some that were unsatisfactory. Usually your behaviour is good. When you were interested and challenged, lessons went well and you made good progress. In other cases, some of you lost interest and disrupted the lessons. In some subjects, the school has found it difficult to get permanent teachers. For some of you this has disrupted your education.

We have asked the school to:

raise standards, especially in mathematics and science

improve the quality of teaching to help you learn more

continue to work with you to improve behaviour.

We feel the school can do this. You have your part to play as well to make sure your school continues to improve and is successful.

Mick Blaylock HMI (on behalf of the inspection team)