

5 March 2010

Mr Colin Saywell
Headteacher
Baysgarth School
Barrow Road
Barton-upon-Humber
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Dear Mr Saywell

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 4 March 2010 and for the information which you provided before and during my visit. Please also pass on my thanks to the Chair of the Governing Body and the students.

As a result of the inspection on 10 and 11 June 2009, the school was asked to:

- raise standards in all subjects and eradicate underachievement
- improve the quality of teaching to increase the proportion of lessons in which students make good or better progress especially by:
 - challenging all students appropriately in lessons
 - marking work regularly so that students know how well they are doing and how to improve their work
- increase the rigour of monitoring, especially by middle managers, and use the outcomes of this process more effectively in order to raise expectations, improve the quality of teaching and learning and meet challenging targets
- ensure that achievement is consistently good in all subjects in the sixth form.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

The school's 2009 GCSE results showed improvements across a number of attainment measures, including the proportion of students securing five or more A*



to C grades and five or more A* to G grades. The percentage of students attaining five or more A* to C grades including English and mathematics remained static. Progress measures overall and for both English and mathematics declined in 2009 and attainment was significantly below average. However, evidence seen during the monitoring inspection, including lesson visits and assessment information provided by the school, including the 'early entry' results for Year 11 in English and mathematics, indicate that the school is starting to successfully tackle underperformance. The school's most recent assessments indicate that, if students in Key Stage 4 perform as expected, a number of challenging targets are in reach, and attainment is therefore likely to be higher than that in 2009. Current attainment data for Year 9 students indicate that targets have also been met in science.

Most teaching observed during the inspection was good, with no inadequate practice seen. The school has introduced a range of strategies to improve the quality of classroom practice, including a well-considered coaching programme, alongside comprehensive and regular monitoring of lessons by both senior and middle leaders. This work has been supported further through extensive professional development activities including opportunities to discuss teaching and learning in the 'enquiry group', frequent meetings with a focus on classroom practice and external analysis of the school's work.

Key elements in the most successful lessons observed included positive relationships between students and teachers, the effective use of assessment which informed planning and classroom practice, and skilful questioning which challenged students to explain their thinking and ideas. Examination of a sample of students' work in lessons indicates a consistent approach to marking between academic subjects. Students report that generally they find teachers' comments to be helpful in supporting their progress.

The school's monitoring shows that an increasing proportion of lessons are currently good or better and the wide variation seen at the previous inspection has been reduced. Nonetheless, school leaders are fully aware that there is still too much satisfactory teaching to fully address the legacy of previous underachievement.

Senior leaders are determined to improve the quality of teaching and learning and raise attainment. Their individual roles have been clarified with a clear line management structure for senior and middle leaders in place. Quality assurance procedures have been sharpened and include a rigorous whole-school observation programme, with a focus on students' learning experience, together with full subject reviews. Subject leaders have responded well and have a better understanding of their role and accountability. Through paired observation training involving senior staff and external personnel combined with other monitoring activities, a number of subject leaders are now making an increasing contribution to the school improvement agenda. As a result, their ability to lead improvement is starting to strengthen.

The school has set attainment targets which are consistently applied and are suitably challenging. There are procedures in place, including regular leadership meetings, a monitoring and evaluation schedule and ongoing tracking of Year 11 data, to evaluate the impact of its actions.

The school is working productively to improve provision and outcomes in the sixth form with positive developments in the quality assurance procedures both within the school and alongside the school's partners. Since the previous inspection, the school has reviewed entry criteria, attendance, assessment and individual student monitoring procedures. However, the school recognises that further work is required, particularly with regard to classroom practice, to ensure a greater impact on standards.

The local authority's action plan outlines detailed provision with specific arrangements for monitoring the school's progress. The local authority completed a full school review in the autumn term. The work of the School Improvement Partner, who is also the National Challenge adviser, is effective. Visit reports are accurate and are helping to keep the school's progress under review. Subject and leadership development from both local authority and external consultant personnel has supported this work well.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Angela M Headon
Her Majesty's Inspector