

NORTH LINCOLNSHIRE COUNCIL

PEOPLE CABINET MEMBER

OFSTED INSPECTION OF NORTH LINCOLNSHIRE SCHOOL

1 OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To inform the Cabinet Member of the outcomes of the Ofsted inspection of the following school: Baysgarth School
- 1.2 The school was inspected under the Section 5 Ofsted inspection schedule for schools.
- 1.3 A full copy of the report is available in Group offices.

2. BACKGROUND INFORMATION

- 2.1 There is no background information attached to this report.

3. OPTIONS FOR CONSIDERATION

- 3.1 **Baysgarth School** was inspected by Ofsted on 19 and 20 October 2012.

The overall effectiveness of the school was judged to be **good** against the evaluation schedule introduced on 1 September 2012.

The school had previously been inspected on 15 and 16 September 2010 under a former evaluation schedule when it was judged to be satisfactory.

Key issues for improvement from the latest inspection

- Ensure that teaching is consistently good in all subjects, and that much more is outstanding, by:
 - maximising opportunities for all student to collaborate with each other to deepen their awareness
 - ensuring that all teachers systematically check all students' understanding in lessons, and meet any emerging needs, so that they learn exceptionally well
 - identifying and meeting teachers' individual professional development needs more carefully and evaluating more thoroughly the impact of training provided.

- Accelerate the progress of students in English and mathematics, especially across Years 7 – 9, so that many more reach high standards by the end of Year 11 by:
 - ensuring that refined tracking arrangements are used astutely by all leaders and managers to pinpoint students' underperformance early
 - raising the expectations of some teachers about the levels of progress that some average and high attainers can make across Key Stage 3

3.2 Ofsted commented that, '*The local authority provides effective support through a school improvement partner and has been helpful in boosting recently the quality of teaching in English and mathematics.*'

3.3 The school inspection judgements to date are

	Outstanding	Good	Satisfactory	Inadequate	Number of Schools Inspected	Good or better
Primary	(5) 8%	(39) 60%	(21) 32%	(0) 0%	65	68%
Secondary	(0) 0%	(7) 54%	(4) 31%	(2) 15%	13	54%
Special Schools	(1) 50%	(0) 0%	(1) 50%	(0) 0%	2	50%
PRUs	(1) 50%	(1) 50%	(0) 0%	(0) 0%	2	100%

4. ANALYSIS OF OPTIONS

4.1 The Cabinet Member may wish to write to Head teacher regarding the outcomes of their inspection.

5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)

5.1 Financial

5.1.1 There are no financial implications.

5.2 Staffing

5.2.1 There are no staffing implications.

5.3 Statutory

5.3.1 There are no statutory implications.

5.4 IT

5.4.1 There are no statutory implications.

6. OTHER IMPLICATIONS (STATUTORY, ENVIRONMENTAL, DIVERSITY, SECTION 17 - CRIME AND DISORDER, RISK AND OTHER)

6.1 Any schools requiring LA intervention will be notified and supported according to the Schools Causing Concern Policy.

- 6.2 Environmental and Other
 - 6.2.1 There are no environmental implications.

7. **OUTCOMES OF CONSULTATION**

- 7.1 Not applicable

8. **RECOMMENDATIONS**

- 8.1 The Cabinet Member will write and make suitable comments to the schools on reports.

DIRECTOR OF PEOPLE

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Background Papers used in the preparation of this report: Ofsted published report

Appendix

What inspection judgements mean: Overall Effectiveness criteria from 1 September 2012.

Grade	Judgement	Description
Grade 1	Outstanding	<ul style="list-style-type: none"> ■ Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement may be good and rapidly improving. ■ Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment. ■ There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.¹ ■ The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs. ■ Best practice is spread effectively in a drive for continuous improvement. ■ Other principal aspects of the school's work are good or outstanding. ■ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.
Grade 2	Good	<ul style="list-style-type: none"> ■ Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement is at least good. ■ Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment. ■ Pupils' progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading. ■ The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential. ■ Other principal aspects of the school's work are likely to be at least good. ■ Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development. There is a positive climate for learning.
Grade 3	Requires Improvement	<ul style="list-style-type: none"> ■ The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.
Grade 4	Inadequate	<p>The school is likely to be inadequate if inspectors judge any of the following to be inadequate:</p> <ul style="list-style-type: none"> ■ the achievement of pupils ■ pupils' progress in literacy ■ the quality of teaching ■ the behaviour and safety of pupils ■ the quality of the leadership in, and management of, the school <p>and/or</p> <ul style="list-style-type: none"> ■ there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

¹ Pupils whose cognitive ability is such that their literacy skills are likely to be limited make excellent progress appropriate to their age and capabilities.