

# Bay House School & Sixth Form

Gomer Lane, Gosport, Hampshire, PO12 2QP

**Inspection dates** 13–14 March 2014

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:		
Achievement of pupils	Good		2
Quality of teaching	Good		2
Behaviour and safety of pupils	Good		2
Leadership and management	Outstanding		1

## Summary of key findings for parents and pupils

### This is a good school.

- This is an increasingly successful school because outstanding leadership at all levels is securing rapid improvements in the quality of teaching and learning.
- The sixth form is outstanding in all respects.
- Overall, the achievement of students is good.
- Students make exceptional progress in English; GCSE grades in 2013 were much higher than the national average.
- Achievement in mathematics is now good because of the considerable drive to improve teaching and rates of students' progress.
- Teaching is good overall and sometimes outstanding. This means that all groups of students, including those who are vulnerable or disadvantaged, make good progress.
- The provision and support for disabled students and those with special educational needs is particularly strong.
- School leaders ensure that students in the school behave sensibly and courteously so that the school is an orderly and safe place in which to learn.
- The headteacher leads and manages this very large school with significant moral purpose. Senior and middle leaders share and contribute to his secure vision for the school.
- Governors are very effective in their role of checking outcomes, developing policies and contributing to the direction of the school.

### It is not yet an outstanding school because:

- Improvements to teaching are not yet fully embedded so have not yet had an impact on GCSE results in mathematics and languages particularly.
- Teachers do not always help students to develop the strong personal learning skills required for achievement at the highest levels.

## Information about this inspection

- Inspectors observed 53 lessons during the inspection, some of which were seen together with senior leaders. They also made a small number of shorter visits to lessons and tutor times and watched an assembly.
- They talked to students during breaks and also held four meetings with different groups of students to discuss their views of the school.
- Inspectors observed behaviour in lessons and around the school at various times of the day.
- They held meetings with school leaders, staff and governors and looked at a wide range of documents including information about students' progress, safeguarding records, policies and the minutes of governing body meetings.
- Inspectors explored how well school leaders check the work of the school and make plans for the future, especially in regards to students' achievement.
- Inspectors also took into account the views of 129 parents and carers who responded to the online Parent View survey, one letter from a parent or carer and more detailed information from recent surveys carried out by the school.
- The views of 57 members of staff were also taken into consideration.

## Inspection team

Jacqueline Goodall, Lead inspector

Additional Inspector

Mary Hoather

Additional Inspector

Stephanie Matthews

Additional Inspector

Carolyn Steer

Additional Inspector

Cherie White

Additional Inspector

## Full report

### Information about this school

- Bay House School & Sixth Form converted to become an academy school on 1 January 2012. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be outstanding.
- With over 2,000 students, Bay House School & Sixth Form is much larger than the average-sized secondary school. The sixth form has over 400 students on roll.
- Most students are from White British backgrounds and almost all speak English as their first language.
- The proportion of disabled students and those supported through school action plus or with a statement of special educational needs is below the national average. No students are supported specifically through school action.
- The proportion of students for whom the school receives the pupil premium, which is additional government funding for looked after children, students known to be eligible for free school meals and other groups, is just below the national average.
- Around one in 10 students joining the school are eligible for Year 7 catch-up funding, which is for those who did not achieve the expected levels in reading and mathematics at the end of primary school.
- A very small number of students attend the Enterprise Academy, which is run by Bay House School, and other local vocational courses and placements which provide educational provision that better meets their individual needs.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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

- Extend the existing best practice in teaching across the school so that all students achieve as well they can. In particular, ensure that:
  - through frequent checking of students' understanding, teachers make fine adjustments to learning activities so that all students make rapid progress
  - all teachers help every student to become a confident and mature learner.

## Inspection judgements

### The achievement of pupils is good

- Students achieve well in most subjects at GCSE level, often from very low starting points when they join the school.
- Achievement in the sixth form is exceptionally high, enabling students to move on to universities and employment of their choice. Over a third gain admission to leading universities, a much higher proportion than that found nationally.
- GCSE results in English in 2013 were outstanding with many making significantly more progress than in other schools across the country. In mathematics, GCSE results went down last year, dropping below the national average. GCSE results in French were also low although students achieved much better in German.
- The impressive drive by school leaders to improve teaching and boost learning has now resulted in at least good achievement across all year groups and subjects. In mathematics particularly, there is compelling evidence that GCSE results for 2014 and 2015 will be much higher.
- Over the last two years, students eligible for extra pupil premium funding have achieved less well than others in their GCSE examinations. In 2013, they achieved on average just over one GCSE grade below other students in both English and mathematics.
- In response, school leaders have used a range of strategies to ensure that any gaps in achievement are rapidly closing. This includes provision for students joining the school with low levels of reading and mathematics in Year 7 and as a result, they are quickly catching up in their learning.
- Disabled students and those with special educational needs make very good progress. This is because teachers and learning support assistants have high expectations of their success. They have excellent knowledge of their needs and plan activities that help them to learn.
- The most able students in the school generally achieve exceptionally well, especially in the sixth form. Teachers know who they are and provide challenging activities and highly ambitious targets. Their success is not limited by early entry into examinations.
- Literacy is developed systematically throughout the school. For example, essay writing skills are very well developed in subjects such as geography and science as well as in their English lessons.
- To secure the highest achievement for students, the school has entered some students early for English to their benefit. In mathematics however, to give students the maximum amount of time to learn, the policy is for summer entry only in Year 11.
- Students who attend alternative provision such as the Enterprise Academy achieve well because they are motivated to both attend their courses or placements and focus on their learning. School leaders ensure that they have the opportunity to succeed in English and mathematics to reduce any disadvantage.

### The quality of teaching is good

- Teaching across the school is typically good and sometimes outstanding, especially in English.
- In response to the 2013 GCSE results in mathematics, the head of department has introduced a comprehensive and rigorous support programme that is helping students to make much better progress in this subject. The frequent checks on their progress show that both Year 11 and 10 students are now being prepared exceptionally well for their GCSE examinations.
- Similarly, students eligible for extra government funding are being helped to make rapid progress through extra support in lessons and withdrawal sessions. The new support programme run by pupil achievement tutors is having a significant impact on the progress of students across the school, but particularly in Years 7 and 11. These tutors are newly qualified graduates appointed to give individualised support to students.

- Teachers have high ambitions for their students but these are not always converted into student success. This is because sometimes teachers do not check students' understanding frequently enough to be able to fine-tune activities to maximise their progress.
- In some lessons students are taught how to plan their own learning, undertake research and develop strategies to overcome barriers. This excellent practice is not yet embedded in all lessons, however.
- Teachers use a range of imaginative and motivational techniques to engage students' interest. For example, in science, Year 10 students look at chemical reactions by making an iodine solution human clock. In many lessons, students are offered different colour-coded levels of work and are encouraged to aim high.
- Teachers develop very good relationships with students and use preventative approaches to secure good behaviour. Those who require additional support are taught well in a caring environment. Teaching support assistants contribute significantly to their good progress.
- Teaching in the sixth form is of a very high quality. Students are motivated by their teachers to aim for the highest grades possible and given the skills to reach them.

### **The behaviour and safety of pupils are good**

- The behaviour of students is good. Despite there being over 2,000 students on site, school leaders make sure that behaviour is orderly and safe. Students are generally polite and considerate to others.
- Most students dress tidily and arrive at lessons punctually with the right equipment. They are proud to attend this school and say that they are taught and cared for well.
- Within lessons, students typically, but not always, follow instructions and complete their work with interest and enthusiasm. When teaching is less good, however, students do not always focus on their learning and chat too much, occasionally disrupting the learning of others.
- There is variability in students' confidence. In many lessons, students respond very well to the very high expectations teachers have of them and make excellent contributions to their own and other's learning. They grasp enthusiastically all opportunities to work in pairs and groups or independently. This is not always the case, however, and in some lessons, students are more hesitant and do not put forward their ideas and suggestions, limiting their progress.
- School leaders have tightened behaviour systems this year to improve consistency in staff response. Although successful in reducing incidents of unacceptable behaviour and also exclusions, students and parents and carers say that there is not yet a full consistency of approach, particularly in Year 11.
- The school's work to keep students safe and secure is good.
- Students have a good understanding of how to keep themselves safe in a range of situations because of the very effective citizenship programme and teaching in subjects such as information and communication technology. For example, Year 10 students were given a thought provoking assembly on the risks involved in sending inappropriate photographs by text ('sexting').
- The school systems for resolving bullying issues are generally robust and there are various sources of help for students such as the well-being centre and also the website.
- Although students are generally very clear on the negative impact of using racist or homophobic language, the slang word 'gay' is used occasionally. Students say it is not intended to be discriminatory.
- Students who attend alternative provision such as the Enterprise Academy are kept safe and behave very well. Their attendance, achievement and behaviour are tracked so that their needs are met both academically and socially.
- Efforts to raise levels of attendance have also been successful and there has been a reduction in absence rates, including for vulnerable and disadvantaged students. Attendance in the sixth form is very high.

## The leadership and management are outstanding

- The headteacher's vision for this school is founded on a strong moral obligation to ensure that the life chances of all students, regardless of background, are maximised. Supported by his very able and dedicated senior leadership team, he has put this vision into action so that all within this large community have the highest expectations of themselves.
- This strength in leadership extends to middle leaders who are rigorous in their checking of teaching and students' progress, attendance, behaviour and well-being.
- The leadership of the sixth form is outstanding in all respects.
- Although teaching and learning are not yet consistently outstanding, the way in which school leaders have tackled underperformance in English and mathematics over the last two years is highly successful. It exemplifies their rigorous determination and excellent planning skills.
- Similarly, the rapid improvements seen in the achievement of current students who are eligible for extra funding reflects the school's relentless drive to address any inequality in backgrounds, not accepting anything but the best provision for all.
- All students, including those who attend alternative provision, study a core of GCSE subjects including English and mathematics along with choices from a very wide range of academic and work-related subjects. Leaders ensure that all are given equal opportunities to succeed.
- Appreciation of culture is core to the school ethos and nearly all students study a language and a creative or technical subject in Key Stage 4. The proportion of students achieving the English baccalaureate qualification is above average. To re-ignite an interest in languages in the school, all students in Years 8 and 9 are now offered Mandarin Chinese as an option.
- Students are well prepared for their contribution to society and global citizenship. For example, in Year 10 students are motivated by current experts in the fields of science and computing. There are visits to mosques and strong inter-school links with Malawi and China.
- There are frequent opportunities for group and personal reflection and the development of beliefs. For example, Year 8 students consider the concept of forgiveness in religious education. In Year 10 geography, students debate the case for a 'one-child only' policy in India.
- The extensive range of clubs and activities offers students sport, music and creative choices. These include golf, boxing, animation and cookery in addition to revision and study classes. Sixth form students have their own range of activities including astronomy, self-defence and Chinese.
- There are many opportunities to take on leadership roles such as 'buddies' and to contribute to the expanding influence of students in planning what and how they are taught.
- There are strong partnerships with parents and carers and the school strives to form excellent relationships with the families of vulnerable children. There are frequent opportunities for parents and carers to discuss concerns, including on some Saturdays, sometimes off-site.
- There are useful links with other schools including a reciprocal arrangement for students needing to make a fresh start in their education. A strategic alliance with a local sixth form college is planned for this year. The school's work with feeder primary schools to monitor the education of vulnerable and disadvantaged students through transition is particularly effective.
- Safeguarding is given a high priority by school leaders and governors and all current regulations are met very effectively.
- **The governance of the school:**
  - Governors oversee the work of the school very well. They make regular visits to see the impact of strategies and carefully monitor how well students are achieving. They understand and use the extensive information given to them by senior leaders to compare their achievement with that in other schools.
  - Governors fully support the way in which extra funding is being used to raise achievement and regularly examine the progress of students who receive extra support through this funding.
  - Governors receive frequent updates on the quality of teaching and check that any underperformance is addressed swiftly and effectively. The arrangements for linking pay to performance are in hand and governors understand the importance of ensuring that only high standards of performance should be rewarded.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137791
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	441134

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	2188
<b>Of which, number on roll in sixth form</b>	437
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Ferriss
<b>Headteacher</b>	Ian Potter
<b>Date of previous school inspection</b>	Not applicable
<b>Telephone number</b>	02392 587931
<b>Fax number</b>	02392 524260
<b>Email address</b>	admin@bayhouse.hants.sch.uk

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