

Our Ref: SLT/FSC-2702WSL

Monday 27th February 2023

Dear Parents and Carers

Baysgarth Ofsted Report 2023

I am very pleased to let you know that following the recent inspection, our Ofsted report has now been finalised and will go live on the [Ofsted website](#) by the end of this week. We are, however, able to share this with our families now, which you can read in full [here](#). Remember, this was not a full inspection but just a monitoring report so the 'grade' of the school couldn't change - we are still rated by Ofsted as a 'Good' school.

Ofsted clearly recognised how wonderful Baysgarth students are. They commented that:

'Pupils are polite and well mannered. They are welcoming to visitors and considerate of each other. The relationships between pupils, their peers and teachers are strong and respectful. Within lessons, pupils are attentive and focus on learning. They benefit from high-quality teaching and make good use of this. Pupils express themselves confidently. This reflects the school's recent work on oracy and Literacy.'

They also make many complimentary comments about the strength of leadership in the school. The report states that:

- ***'Leaders have created an inclusive community where all pupils are welcomed at Baysgarth School. Pupils are well cared for by staff.'***
- ***Leaders place pupils' well-being and development at the centre of their decision making.***
- ***Leaders have high expectations of behaviour.***
- ***Leaders have designed a range of pupil leadership roles. Pupils take advantage of these opportunities enthusiastically.***
- ***Bullying is rare in the school. Leaders are clear that it is not acceptable and address it when it does occur.***
- ***Leaders have a clear vision for how to support pupils. This begins when pupils transition from primary school. Pupils follow the school 'onboarding' process which parents and carers value.***
- ***Leaders' decisions are grounded in the values of the school and its inclusive approach.***
- ***Leaders have designed a curriculum that is well sequenced and ensures that all pupils learn the most important content.***
- ***Leaders and governors have a detailed understanding of the school's strengths and areas for development.***
- ***Leaders have integrated work on pupils' wider development within the normal school day to ensure no pupils miss out.'***

The inspectors also comment on the quality of teaching and personal development that our students at Baysgarth receive:

- ***'Pupils have access to a wide range of enrichment opportunities, including clubs and educational visits, as well as through 'inspire time' lessons'***

- **Leaders have developed a 'Baysgarth learning model' which teachers use consistently in lessons. Pupils learn about the model during the school's induction process and understand how it supports their learning.**
- **Teachers have a thorough knowledge of the subjects that they teach. They present new information clearly and make sure it builds on what pupils already know.**
- **Teachers use assessment well to check what pupils know. They use this information to adapt their teaching to close gaps in pupils' knowledge.**
- **Subject leaders have developed detailed plans that identify the most important subject knowledge and wider employment skills they want pupils to acquire.**
- **Teachers use personal, social and health education (PSHE) lessons to discuss a range of topics. Some of these are first encountered in collective reading lessons. During PSHE lessons, pupils debate important issues.**
- **During inspire time lessons, pupils access a range of experiences that go beyond the national curriculum. Experiences that they may not otherwise have had. For example, pupils complete the Duke of Edinburgh award through these sessions.**
- **Leaders have prioritised pupils' development in reading. They have ensured that all pupils access daily collective reading lessons. Pupils who are at the early stages of learning to read are identified quickly. They access additional support which helps them to catch up with their peers.'**

Ofsted also recognised what a good job the school does to support pupils with additional needs and to keep our students safe:

- **'A small number of pupils with special educational needs and/or disabilities (SEND) receive their education in the school's 'Headway' or nurture provisions. Leaders have carefully considered the support provided for these pupils. The pupils access the same high-quality curriculum as their peers. Leaders give these pupils priority access to careers guidance. Pupils with SEND benefit from their time at the school and secure appropriate destinations when they leave.**
- **The arrangements for safeguarding are effective. Staff have detailed knowledge of both the pupils who attend the school and the community the school serves. Leaders use this understanding to adjust the PSHE curriculum to address any emerging risks faced by pupils. Leaders have developed effective links with the local authority and involve external agencies where appropriate. The safeguarding team are well trained. Staff are aware of the risks that pupils face. They know how to report concerns about pupils' well-being. They do this in a timely way.'**

As a school, we are immensely proud of our students and our staff for the work that has been done to achieve these wonderful comments. We have been oversubscribed for a number of years now and this reflects our reputation in the community which will be further strengthened by this report. As with every Ofsted report, there are always areas for the school to improve and we have already put plans in place to address these. We will never be complacent and continually reflect on what we can do to give our students the best possible start to their lives.

I want to thank you for the support you continue to give to the school. The comments made by parents in response to the Ofsted survey were amazing and humbling, and we appreciate everything you do to support and challenge your child(ren) to be the best they can be.

Yours faithfully



Mr R Briggs
Head Teacher