

Laurence Jackson School

Church Lane, Guisborough, North Yorkshire TS14 6RD

Inspection dates

26–27 February 2019

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| Overall effectiveness | Inadequate |
| Effectiveness of leadership and management | Inadequate |
| Quality of teaching, learning and assessment | Inadequate |
| Personal development, behaviour and welfare | Inadequate |
| Outcomes for pupils | Inadequate |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is an inadequate school

- Since the previous inspection, senior leaders and governors have not been effective in making the significant improvements which were recommended, rapidly enough.
- Overall, the quality of teaching, learning and assessment limits the progress of pupils to such an extent that they do not make the progress expected of them in several subjects, including English and mathematics.
- Pupils are not challenged effectively enough to ensure that they produce work which is of the quality of which they are capable. Pupils' work in mathematics, for example, in many cases is of a very poor quality.
- The progress of disadvantaged pupils has for some time remained well below that of other pupils nationally who have similar starting points.
- Over the past two years, the attendance of disadvantaged pupils, and those with special educational needs and/or disabilities (SEND), has been far too low.
- The effectiveness of leadership and management across the school is inconsistent. It is only recently that key leadership posts have been appointed to, and the school has been overly reliant upon external support and funding.
- Governance is weak. Until very recently, the governing body has not held school leaders to account for the necessary improvements.
- Similarly, governors have not challenged leaders about the impact of their use of the additional funding the school receives for disadvantaged pupils and for those with SEND.

The school has the following strengths

- Since the appointment of the new headteacher in September 2018, leaders now have an appropriate focus on the key priorities for improvement.
- Under the leadership of the new headteacher, leaders are now rightly reviewing the curriculum and its implementation, to ensure that all pupils' needs are met.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, so that the progress of pupils is at least in line with national averages, by ensuring that:
 - teachers of all subjects, including English and mathematics, carefully consider pupils' starting points when planning learning
 - leaders and teachers have consistently high expectations across all subjects and for all groups of pupils, regardless of their starting points, including disadvantaged pupils, those with SEND, and those of middle ability
 - teachers challenge pupils whose standard of work falls below expectations, so that it is improved, and that any incomplete or missed work is caught up on promptly
 - leaders promote positive attitudes to learning, so that pupils are motivated to reach their potential.
- Improve personal development, behaviour and welfare by:
 - urgently increasing the attendance of all groups of pupils so that it is at least at the national average, including the attendance of disadvantaged pupils
 - urgently reducing the persistent absence of disadvantaged pupils and those pupils with SEND, to levels which are at least in line with the national average for all pupils.
- Improve leadership and management by ensuring that:
 - a sustainable leadership and management structure is securely established
 - leaders at all levels are developed so that leadership is consistently effective across all areas of responsibility in making the improvements required
 - the spending of the additional funding received for those pupils who are disadvantaged, and for those with SEND, is closely checked for its impact on the behaviour, attendance and progress of pupils
 - all staff share the vision that the progress of pupils needs to improve rapidly and urgently
 - the governing body has an accurate and realistic view of the school's areas of strength and weakness and holds leaders to account effectively for improvements.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have not taken the effective action which was required, since the previous inspection, to bring about the improvements necessary, either swiftly or effectively.
- Since the previous inspection, weaknesses in the quality of teaching, learning and assessment in English and mathematics have not been addressed. Consequently, over time, and currently in these subjects, pupils make poor progress.
- Although the appointment of senior leaders with responsibility for attendance and achievement of disadvantaged pupils is a positive step forward, these appointments are very recent. Consequently, improvements in these key areas have been limited.
- Middle leaders vary in their effectiveness. Since the arrival of the new headteacher, a more rigorous framework of accountability has been introduced which provides the support developing leaders need. However, such development is in the very early stages in most cases.
- The substantial amount of additional funding which the school receives for disadvantaged pupils, and the funding received for pupils with SEND, has not been used effectively. Over time, the use of these funds has not had the desired effect on either the attendance or the progress of these groups of pupils.
- Since the appointment of the new headteacher, the actions necessary to make the required improvements have been accurately identified. Leaders now have a clear vision for the future. However, these aspirations are not sufficiently evident in the everyday actions and work of all staff.
- Recently, leaders and governors have worked in partnership with other schools. However, it is still too early to conclude that sustainable and substantial improvements are being made as a consequence.
- Leaders have begun to review both the content of the curriculum and how it will be taught from September 2019, so that pupils' learning needs are better met, and they make improved progress.
- Leaders have ensured that pupils are given a wide range of opportunities to take part in activities outside of the classroom, including sporting and cultural activities. Additionally, leaders show determination to develop the school's programme of personal, social, health and economic education (PSHE), so that pupils have the opportunity to explore, in depth, fundamental British values and spiritual, moral, social and cultural issues.
- Leaders have recently commissioned an external review of the school's use of the pupil premium funding. It is too soon, however, for any recommendations arising from the review to have had a positive impact.
- The school should not appoint newly qualified teachers.

Governance of the school

- Since the previous inspection, governance has been weak. The governing body has not effectively held leaders to account for the decline in the quality of teaching, learning and assessment, pupils' attendance or the progress pupils make.
- Governors have not monitored closely enough the impact of the spending of the additional funds the school receives for disadvantaged pupils.
- Over time, governors have accepted, too readily, leaders' explanations for the substantial underachievement of large numbers of pupils in the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that the appropriate checks are made on any adults who visit the school, either to work within it, or to work directly with pupils.
- Leaders take the appropriate actions, through staff training, to ensure that staff are vigilant in identifying any signs which may raise concerns about the well-being and safeguarding of pupils.
- Records evidence how leaders take a proactive role in referring concerns to the appropriate agencies. They follow up such concerns thoroughly, ensuring that the needs of pupils are met and that they remain safe.

Quality of teaching, learning and assessment

Inadequate

- Overall, teachers' expectations of what pupils ought to be able to achieve are not high enough. Often, the work set for pupils lacks the challenge needed to extend and deepen their learning. Because of this, many pupils, including middle-ability pupils and those who are disadvantaged, are not challenged enough, and do not make good progress.
- Too many teachers do not routinely consider the starting points of pupils when planning for learning. As a result, inspectors observed incomplete work which pupils did not understand, and work which was completed too easily. This considerably limits pupils' progress over time.
- The quality and presentation of pupils' work in their books is too variable. Pupils' work in their workbooks is frequently incomplete or missing. In mathematics, the quality and presentation of pupils' work overall are particularly poor and this often remains unchecked and unchallenged. It is evident that pupils have not caught up on missing work, for example following absence. Consequently, this leaves gaps in pupils' knowledge. Overall, the progress pupils make in mathematics is inadequate.
- In English, the progress pupils make is too variable. Pupils in Years 10 and 11 are beginning to make improved progress, although there is considerable lost ground to make up. The most able pupils in Years 10 and 11 receive the support they need to make better progress, although this is not always the case for those pupils who are studying on other ability pathways, or for those pupils in Years 7, 8 and 9.

- Pupils report that some of their lessons are disrupted by the behaviour of a minority of other pupils. Adults are inconsistent in the use of the school's behaviour policy to challenge negative attitudes to learning. Where these poorer attitudes remain unchecked, pupils do not make good progress.
- Pupils have too few opportunities to write at length. In many pupils' books, regular and repeated mistakes in spelling, including the spelling of subject-specific vocabulary and general punctuation and grammar, are evident. Routinely, across the majority of subjects, such mistakes are unchallenged.
- Pupils with SEND do not routinely get the support they need in the classroom to make the progress of which they are capable.
- Skilful questioning is used by a small number of teachers. When questioning successfully deepens and extends pupils' learning, they are keen to respond verbally, and they take part in the learning activities enthusiastically.
- Teaching and learning in some subjects, including science, are becoming stronger. Teaching helps pupils to make good progress in modern foreign languages.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils are courteous, helpful, polite and respectful to staff and visitors. Pupils wear their uniform with pride and present themselves to the standards the school expects of them. However, this pride is not always reflected in the presentation of pupils' work.
- Leaders have created an environment which is inclusive, welcoming and supportive. Pupils typically report that bullying, where it does occur, is dealt with effectively. A small minority of pupils and parents, however, reported they felt more could be done to resolve bullying issues satisfactorily.
- Currently, the school delivers PSHE education through subject teaching, assemblies and registration sessions. Although curriculum planning ensures that a wide range of issues are covered, including those relating to fundamental British values and keeping safe, the quality of delivery is variable. Relevant issues are also covered in registration sessions which are complemented by a planned schedule of assemblies, external speakers and educational visits and activities. However, although delivery through subject teaching and assemblies is more consistent in its quality, the quality of the work covered in registration periods is variable.
- A significant number of pupils are educated off site by several alternative providers. This includes home tutoring, off-site tutoring and attendance at alternative provision sites. Through this strategy, the school has been more able to meet pupils' needs, allowing some pupils to improve their progress and attendance.
- Pupils benefit from a range of extra-curricular activities such as educational visits and sports clubs. Pupils in Years 10 and 11 are encouraged to take responsibility in student leadership roles, such as those of school prefects. Prefects were helpful and courteous

throughout the inspection.

Behaviour

- The behaviour of pupils is inadequate because attendance rates are too low.
- Although overall attendance of pupils has improved recently, it has not improved quickly and substantially enough to be comparable to national averages.
- The attendance of disadvantaged pupils remains well below that of all pupils in the school and that of similar pupils nationally. Any improvements which have been made are recent and marginal.
- Over time, the number of disadvantaged pupils who are regularly absent from school has remained very high. Very recently, there has been some reduction in the proportion of these pupils who are persistently absent. However, the level of this absence remains too high.
- The attendance and behaviour of pupils who attend an alternative education provision is monitored effectively and regularly.
- Pupils report that low-level disruption, due to the negative attitudes of a small minority of pupils in lessons, sometimes occurs. Where this type of behaviour occurs, it limits the learning of pupils. The work in too many pupils' books, particularly boys' books, shows their insufficient commitment to completing class work and home-learning tasks.
- School information shows that, recently, levels of exclusion have reduced significantly. Leaders attribute this to the very recent review of the school's behaviour policy, which challenges low-level behaviour issues more successfully, and prevents them from escalating further.
- Over time, the levels of exclusion for pupils with SEND have been very high. However, these levels of exclusion are now beginning to reduce. In addition, a significant number of pupils with SEND attend alternative provision which meets their needs more successfully than has been the case in the past through the main school provision.

Outcomes for pupils

Inadequate

- Pupils enter the school with standards of attainment which are, overall, above the national average. Most pupils leave the school at the end of Year 11, having made much less progress than other pupils nationally, who have similar starting points.
- Pupils make progress which is significantly below average in several subjects, including English and mathematics. Standards are not improving rapidly.
- Disadvantaged pupils made considerably less progress than the national average in almost all of their subjects in 2018. Their progress in English, mathematics, science and humanities was particularly poor when compared to those pupils nationally with similar starting points.
- Historically, most pupils with SEND do not make the progress expected of them, considering their starting points. These pupils fall behind other pupils nationally with similar starting points, as well as falling behind those pupils with similar starting points

who are their peers in the school.

- Currently, pupils are not making the progress they should be, given their starting points, across year groups and in several subjects. As a result of better-quality teaching, however, some pupils, particularly the most able, are beginning to make better progress in English, science and humanities. Pupils make good progress in modern foreign languages.
- The pupils' workbooks in a range of subjects, across all year groups, indicate that although there have been some improvements in progress, pupils are still underachieving considerably.
- Pupils' literacy skills are not developed effectively. Teachers rarely challenge inaccurate work. As a result, pupils' levels of literacy are lower than they should be and poor-quality and careless work limits their progress significantly.

School details

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| Unique reference number | 111724 |
| Local authority | Redcar and Cleveland |
| Inspection number | 10059044 |

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

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| Type of school | Secondary Comprehensive |
| School category | Foundation |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 1,222 |
| Appropriate authority | The governing body |
| Chair | Alan Ankers |
| Headteacher | Catherine Jukes |
| Telephone number | 01287 636 361 |
| Website | www.laurencejackson.org |
| Email address | reception@laurencejackson.org |
| Date of previous inspection | 22–23 November 2016 |

Information about this school

- A new headteacher was appointed in September 2018.
- The school is a larger than average-sized secondary school.
- The proportion of disadvantaged pupils is average.
- The proportion of pupils with SEND is below average. The proportion who have an education, health and care plan is above average.
- Most pupils are White British.
- A number of pupils attend several alternative provision sites in the local area, including Redcar and Cleveland Training, Connect 2 Education, Archway and Middlesbrough College.
- Responsibility for the school rests with the governing body.

Information about this inspection

- Inspectors observed learning in a wide range of lessons and registration sessions, some jointly with senior leaders.
- Discussions were held with senior and middle leaders, other staff and representatives from the governing body.
- Inspectors looked at pupils' work in lessons and a sample of pupils' workbooks separately.
- Inspectors observed pupils' behaviour before school, during lessons, around school, in registration sessions, at breaktime and at lunchtime.
- Inspectors spoke with pupils in discussion groups and informally around school. They also considered 111 responses to the pupil survey.
- Inspectors scrutinised a wide range of documents, including the school self-evaluation, improvement plans, and minutes of meetings of the governing body. They examined information about the attainment and progress of pupils, records relating to behaviour, attendance and safeguarding, and information on the school's website.
- Inspectors considered 88 responses to Ofsted's online questionnaire, Parent View, including 86 written responses. They examined 81 responses to the staff survey.

Inspection team

| | |
|-----------------------------|-------------------------|
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| Michael Maddison | Ofsted Inspector |
| Erica Hiorns | Ofsted Inspector |
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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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