



Laurence Jackson School

Inspection Report

Unique Reference Number 111724
LEA Redcar and Cleveland
Inspection number 278762
Inspection dates 28 June 2006 to 29 June 2006
Reporting inspector Mrs Judith Straw

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

Type of school	Secondary	School address	Church Lane
School category	Community		Guisborough
Age range of pupils	11 to 16		TS14 6RD
Gender of pupils	Mixed	Telephone number	01287 636361
Number on roll	1578	Fax number	01287 610309
Appropriate authority	The governing body	Chair of governors	Mr Gwynne Smith
Date of previous inspection	1 November 2000	Headteacher	Mr Robert Campbell

Age group	Inspection dates	Inspection number
11 to 16	28 June 2006 - 29 June 2006	278762

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Introduction

The inspection was carried out by five Additional Inspectors.

Description of the school

This is a large school in a socially mixed rural area. Most of the students are of White British heritage. The number of students entitled to free school meals is below average. The students' overall attainment is above the national average when they join in Year 7 and the proportion with learning difficulties and/or disabilities is below average. The school is a specialist sports college.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Laurence Jackson is a satisfactory school. The students' overall achievement is satisfactory. Although the results of the Year 9 tests were above average in 2005 they have fallen over the past three years and should be higher in English, mathematics and science. However, the inspection shows that the students are beginning to make better progress. The students make satisfactory progress in Key Stage 4. The GCSE results have improved recently and were well above average in 2005. Students made particularly good progress in mathematics but there was some underachievement in English.

Teaching is satisfactory overall, but the teachers do not aim high enough for the average students in Key Stage 3. The curriculum caters well for a wide range of students' needs. Specialist sports college status has enhanced the curriculum for all.

The majority of parents are satisfied with the school, but a minority express concerns about the school's work and are not confident about the management of behaviour and bullying, in particular. This is due to a lack of communication between home and school, and the school does not do enough to consult with parents about its aims, its procedures, and what it is trying to improve.

The students' personal development is good. The inspectors found that the great majority of the students have positive attitudes to school and behave well. Attendance is satisfactory. The school takes good care of its students, and say they feel safe and that bullying is dealt with effectively.

Leadership and management are satisfactory and improving. The senior leadership team and the staff share a new sense of purpose and direction. Governance is satisfactory; finances are well managed and the school gives satisfactory value for money. Improvement since the last inspection is satisfactory overall and the school has the capacity to improve further.

What the school should do to improve further

The school should:

- raise overall standards in Key Stage 3 and raise standards in English throughout the school
- ensure that teachers have higher expectations of the average students
- improve the partnership with parents.

Achievement and standards

Grade: 3

Achievement overall is satisfactory. Students enter the school with standards above the national average. The overall results of the Year 9 national tests have been above average for the past five years. However, they have fallen in each of the past two years but, in 2005, remain above average overall. They were average in English but above

average in mathematics and science; however, the analysis of the results also indicated that the students should have made better progress in each subject. The inspection finds that the present Year 9 students are now making better progress. The reason for the underachievement is that the teachers do not have high enough expectations of the average students.

Personal development and well-being

Grade: 2

The students' personal development and well-being are good. Most students enjoy school and are keen to succeed; they have good attitudes but their attendance is only satisfactory. The students generally behave well, although some parents believe that behaviour is not good enough. The students understand the procedures for dealing with bullying and feel able to approach members of staff whenever they have problems. The students' spiritual, moral, social and cultural development is good and is enhanced by assemblies, residential visits and participation in sporting activities. The school has achieved the Sportsmark award.

The students understand the importance of healthy lifestyles and healthy eating and the school has the Healthy Schools award. Students develop good citizenship skills through the work of the school council, which has a strong voice in the running of the school. They take part in a range of fundraising activities and community projects.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers have sound subject knowledge and lessons are prepared so that the students understand clearly what they are to learn. However, the lessons often lack challenge particularly for the average students and especially in Key Stage 3, because the teachers do not have high enough expectations. Most lessons have an interesting variety of activities which maintain the students' concentration. Relationships between teachers and students are good. The teachers provide many opportunities for investigative work, particularly in science and mathematics, which encourages students to think independently and solve problems. Students also work in groups and share ideas in lessons. The teachers mark the students' work satisfactorily and show them how to improve. Although there is a whole-school policy for setting homework, it is not followed consistently by all the subject departments.

Curriculum and other activities

Grade: 2

The school's curriculum is good and it meets statutory requirements. Transition from primary school is highly effective. The curriculum in Key Stage 4 provides vocational and work-related courses and meets the needs and aspirations of all students well,

and this is reflected in the improvement in the Year 11 examination results. Students with learning difficulties and/or disabilities are well supported and have an individually tailored curriculum. Guidance and advice to inform student choice are thorough and students are clear about progression routes. There are good links with post-16 colleges and sixth forms. The specialist sports college status has enabled the school to strengthen its sports provision for its students, whilst also providing a wide range of activities for the benefit of the local community. Many sporting activities contribute to a good range of extra-curricular opportunities. Personal, social and health education and citizenship are taught effectively.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. Child protection procedures and health and safety measures are in place. The school has effective systems in place to monitor students' progress and provides good support for those with learning difficulties and/or disabilities. Learning mentors also provide very useful help for students who struggle with their work. Personal, social and emotional needs are dealt with well by form tutors.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school's governance is also satisfactory. Governors ensure that statutory requirements are met and that the school gives satisfactory value for money. The school has achieved the Investors in People award.

The school's self-evaluation is satisfactory and improving and identifies the school's strengths and weaknesses. The subject leaders are improving their monitoring of students' progress and their monitoring of the quality of teaching. However, both they and the pastoral leaders also see a need for more formalised opportunities to share good practice in teaching. As a result of the recent changes in management systems, the teachers are increasingly held to account for their students' progress and a new sense of purpose and direction is emerging at all levels.

A minority of parents are unhappy with the education provided by the school. This is because the school's partnership with parents is not open enough to ensure that they have a full picture of the school's aims and its work, such as that relating to discipline and behaviour, and what it is trying to do to improve.

The improved GCSE results and the more effective leadership and management systems show that the school has the capacity to bring about further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

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The School Council

Laurence Jackson School

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Guisborough

TS14 6RD

29 June 2006

Dear Students

Thank you for making us welcome when we visited you at school this week and for discussing your work and progress with us. Many of you told us how much you enjoy the many sporting opportunities there are and the good sports facilities you enjoy.

You seemed to think that although there is some bullying, it is quickly sorted out and most of you feel safe in school. Many of you told us that you think the 'worry wells' are a good idea.

The school's test results in Year 9 have fallen for the past two years and we hope that this year they will improve. In Year 11, though, the last set of results for GCSE were the best ever for the school, so we hope that the present Year 11 will do as well.

Your behaviour overall is good. Teaching is satisfactory and a lot of it is good, or even very good. You need to concentrate in all lessons, even in subjects that you do not particularly like.

Mr Campbell and all your teachers have worked hard to help you to improve your results in Year 11. To help the school to improve further, we have asked the teachers to ensure that you improve the results in Year 9 and to make sure the English results are as good as those in mathematics throughout the school. Finally, we have asked the school to communicate more effectively with your parents so that everyone knows what is happening at school.

We wish you every success in the future.

Yours sincerely

Judith Straw

Lead Inspector