

Inspection of Bay Leadership Academy

Osborne Road, Morecambe, Lancashire LA3 1AB

Inspection dates: 12 and 13 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils, and parents and carers, place this school at the heart of their local community. Pupils said that they value the many opportunities that they are offered to contribute to local causes. These include a monthly big cook for food banks, litter picking in the local area and fundraising for charities.

Pupils said that they are happy and proud to be part of this school. They said that teachers have increased their expectations of what pupils can and should achieve in lessons. Overall, pupils achieve well. They benefit from a well-planned curriculum.

Pupils are aware that leaders expect them to behave appropriately. Pupils clearly outlined the behaviours that are not tolerated at this school. They explained that teachers apply the behaviour policy consistently well. This means that pupils remain focused on their learning in most lessons.

Pupils said that they feel safe in school. They said that the pastoral support that they receive is supportive and effective. They said that relationships with teachers and with their peers are strong. Pupils recognised the importance that leaders place on tolerance and diversity in their school community.

Pupils are confident to report any concerns about bullying or other issues to adults. They are confident that bullying, unwanted sexual behaviour and the use of derogatory language will not be tolerated.

What does the school do well and what does it need to do better?

Leaders are ambitious for pupils. They have carefully considered the curriculum that they want pupils to learn. The order in which pupils learn new topics and concepts has been well thought out. Lessons are designed to ensure that there are regular opportunities for pupils to revisit prior learning. Teachers deliver the curriculum well. They choose appropriate activities to help pupils to learn new knowledge.

Teachers use a range of suitable assessment strategies across all subjects. Leaders are quick to use this information to identify any gaps in pupils' learning. An effective programme of timely support helps pupils to address any misconceptions and to recap on any missing knowledge. As a result of an effective curriculum, pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Leaders work well with local primary schools to help pupils with SEND to transfer smoothly into Year 7. Staff are well trained to identify any potential additional needs that pupils across different year groups may have. Teachers skilfully use the information that is provided by leaders to adapt the delivery of the curriculum for pupils with SEND.

Leaders ensure that pupils develop a love of reading. They provide many experiences to expose pupils to a range of genres and different texts. Pupils enjoy opportunities to share and discuss what they are reading with their peers during form time. Many pupils are building up their reading knowledge well. However, leaders do not always diagnose the exact cause of the difficulties that some pupils have with reading. This means that some of these pupils do not catch up with their reading knowledge as quickly as they should.

Staff are well trained to apply the behaviour policy as intended. Pupils understand the consequences of any poor behaviour. They said that staff are fair. Overall, pupils are respectful to each other and to the staff in school.

Leaders have devised a wide range of opportunities for pupils to develop their personal skills and their character. Leaders ensure that pupils have the chance to develop their leadership skills. Pupils become charity leaders, sports leaders and arts leaders who take on responsibilities across the school. Leaders ensure that pupils improve their mental and physical health as an integral part of the wider personal development programme.

Leaders have built effective links with businesses in the local community. This is to provide opportunities for pupils to learn about different types of work. There are events across Years 7 to 11 to help pupils to make decisions about their future. Leaders have made close links with a range of post-16 providers to support pupils as they move into the next stage of their education and training.

Governors and trustees are ambitious in their vision for the school. This vision is shared by the staff and the community. Governors have a secure understanding of what is happening in school. They ensure that they use their expertise to question leaders effectively. Leaders understand their statutory duties, including their responsibility to promote equality of opportunity in all aspects of school life.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the local context of their school very well. They have thought carefully about what support potentially vulnerable pupils and their families require to keep them safe. Leaders use an appropriate range of external agencies to support pupils.

Staff are well trained in leaders' safeguarding procedures. They know to record any concerns that they may have. Staff do this diligently to ensure that there is a clear picture of pupils' well-being. Records are kept securely.

Pupils are taught how to keep themselves safe through the main curriculum and beyond. This includes topics that relate to online safety and how to have a healthy relationship.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not always identify the specific aspects of reading that some pupils find more difficult. This means that these pupils do not improve their reading knowledge as quickly as they should. Leaders must ensure that they diagnose the deficits in pupils' reading knowledge with precision. This is so that those pupils who are behind can catch up quickly with their peers.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	144646
Local authority	Lancashire
Inspection number	10216086
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	707
Of which, number on roll in the sixth form	0
Appropriate authority	Board of trustees
Chair of trust	Kamruddin Kothia
Principal	Lee Waring
Website	www.bayleadershipacademy.com
Date of previous inspection	11 November 2020, under section 8 of the Education Act 2005

Information about this school

- Bay leadership Academy converted to become a sponsor-led academy school in June 2018. When its predecessor school, Heysham High School Sports College, was last inspected by Ofsted, it was judged to be inadequate overall.
- This school has been part of the Star Academies Trust since June 2018.
- Leaders use two registered providers for alternative provision for a small number of pupils.
- The sixth-form provision has been suspended. The last cohort of sixth-form pupils left the school roll on 24 June 2022.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- As part of this inspection, inspectors carried out deep dives in mathematics, history, English, science, design technology and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited some lessons, spoke with pupils and teachers, and looked at samples of pupils' work.
- Inspectors met with the executive principal, the principal, other senior leaders, the special educational needs team, subject leaders and teachers. The lead inspector also spoke with a representative of the Star Academies multi-academy trust and the local authority.
- The lead inspector met with governors, including the chair of the local accountability board.
- Inspectors checked safeguarding procedures, including the recruitment checks made on staff. Inspectors met with the designated safeguarding leader, staff and pupils to discuss wider aspects of safeguarding. They scrutinised a range of documentation in relation to safeguarding.
- Inspectors considered a range of documentation, including that relating to the curriculum, pupils' behaviour, improvement plans and leaders' self-evaluation summary.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, at breaktimes, at lunchtimes and in lessons. They also spoke with pupils about behaviour and bullying.
- Inspectors spoke with pupils about their programme of wider personal development.
- Inspectors considered the responses from parents to Ofsted's online survey, Ofsted Parent View. This included the comments submitted via the free-text facility.
- Inspectors also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Elaine Mawson, lead inspector	His Majesty's Inspector
Annabel Bolt	Ofsted Inspector
Stephen Cox	Ofsted Inspector
Ben Hill	His Majesty's Inspector

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