

Inspection of Laurence Jackson School

Church Lane, Guisborough, North Yorkshire TS14 6RD

Inspection dates: 18 and 19 June 2024

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

The headteacher of this school is Catherine Jukes. This school is part of Vision Academy Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Simon White, and overseen by a board of trustees, chaired by Charlotte Irving.

What is it like to attend this school?

Leaders and staff have worked closely with pupils to bring about rapid improvements at this school. Overall, parents and carers speak positively about the improvements that have taken place. Many pupils value these changes. Pupils who have leadership roles are keen to discuss their improved school. Staff are right to be proud of all they have achieved.

Pupils typically behave and communicate respectfully in lessons, at social times and as they move around the school. This is due to staff's hard work to embed the school's high expectations for pupils' behaviour. Most pupils respond positively to staff. They share the ambitions that staff have for them. The positive relationships between staff and pupils help pupils to have trusted adults in school.

Bespoke provisions in the school support the needs of vulnerable pupils and those who need to improve their behaviour, attendance or attitudes to learning. These are successful. 'Evolve' is a calm learning environment where pupils access their work with trained staff's support. Pupils with special educational needs and/or disabilities (SEND) are equally well supported to fully access the curriculum.

Pupils are encouraged to pursue their talents, such as in sport, drama and music. One pupil in school proudly holds the position of Trust Poet Laureate. The school provides specific clubs for its most vulnerable pupils. These are safe spaces that build confidence and friendships.

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

Leaders have reshaped the curriculum to ensure that it is ambitious for all. The curriculum is thoughtfully sequenced so that knowledge and skills build over time. This varies between subjects. Some curriculums are further developed than others. Teachers present content clearly and select activities that help pupils to remember and apply their learning. The school identifies any needs individual pupils may have and how to support them. This helps teachers adapt approaches effectively. Staff model learning well, which benefits all pupils. Teachers check pupils' understanding regularly and provide pupils with useful feedback.

The school's work is making a positive difference. Pupils are typically learning more and remembering more of what they are taught. In exercise books, pupils, including pupils with SEND, produce high-quality work. However, these improvements are yet to be reflected in external outcomes. While pupils are achieving increasingly well, there is ongoing work needed to ensure that all pupils make expected progress.

There are a number of pupils who struggle with reading. The school supports these pupils successfully. Staff provide a number of interventions, including phonics, to

help the less confident readers catch up quickly. The school monitors the impact of these interventions and ensures that pupils improve their fluency and comprehension skills when ready. Newly trained pupil reading ambassadors read with younger pupils, and pupils regularly visit the school library. Events, such as those linked to World Book Day, promote a love of reading.

The school has successfully made improvements to pupils' behaviour. Pupils move well between lessons and arrive at their classes ready to learn. Although the number of suspensions has risen as pupils adjust to the new behaviour policy, the school has implemented well-thought-through procedures that have reduced this over time. However, the number of suspensions is still higher than it should be. When pupils' behaviour falls short of the school's high expectations, staff use a variety of methods to carefully support pupils to understand how to get things right. Most pupils attend regularly and strategies to support pupils who struggle to attend are impactful.

The school's personal development programme is thorough. Pupils learn how to navigate relationships and how to stay safe online. They explore diversity through events such as diversity month. The school's careers provision benefits from links to partners from the world of work, education and training. Consequently, pupils are well prepared for their next steps. To enable pupils to explore talents and interests, the school offers a range of clubs and trips. Staff ensure that personal development, careers and extra-curricular activities are accessible to all pupils.

The trust has been integral in forming the school's new strategic direction. There is a new governing body in place. This provides support and challenge to the school and discharges its statutory duties effectively. Leaders are mindful of staff's workload and well-being. Most staff acknowledge this and are very proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Historically, pupils have not made as much progress academically as they could. This is because, previously, the curriculum was not embedded or implemented sufficiently well. The school should continue to enhance and further embed its curriculum plans to ensure that all pupils make expected progress.
- Some pupils do not meet the school's high expectations for behaviour. As a result, they have too many suspensions from school. The school should continue to work with pupils and their families to further reduce suspensions over time.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147724
Local authority	Redcar and Cleveland
Inspection number	10323118
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,239
Appropriate authority	Board of trustees
Chair of trust	Charlotte Irving
CEO of the trust	Simon White
Headteacher	Catherine Jukes
Website	www.laurencejackson.org/
Date(s) of previous inspection	Not previously inspected

Information about this school

- The school is part of Vision Academy Learning Trust.
- A small number of pupils access alternative provision with two registered providers and one unregistered provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders over the course of the inspection. The lead inspector also held a meeting with the CEO of the trust.
- The lead inspector held a meeting with five trustees and also met with five members of the local governing board. The lead inspector reviewed documentation relating to governance, including minutes from governing board meetings.
- Inspectors carried out deep dives in the following subjects: English, mathematics, geography, physical education and drama. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector also looked at pupils' exercise books for religious education and discussed this curriculum with the subject leader.
- Inspectors visited the school's internal behaviour room and the school's 'Evolve' provision.
- An inspector visited the unregistered alternative provision used by the school.
- Inspectors met with leaders responsible for personal development and visited form classes.
- Inspectors met with groups of pupils and students formally throughout the inspection and spoke with them informally at social times and in lessons.
- A range of school documents were reviewed, including the school's self-evaluation and the school improvement plan and behaviour records.
- Inspectors considered the views of pupils, parents and staff gathered through Ofsted's questionnaires.

Inspection team

Jessica McKay, lead inspector	His Majesty's Inspector
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Dan Brinton	Ofsted Inspector
Joe Barton	Ofsted Inspector
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