

# The Bourne Academy

Hadow Road, Bournemouth, BH10 5HS

**Inspection dates** 2–3 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires Improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2
Sixth form provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students make excellent progress over time in English. Students' progress is improving across a broad range of other subjects, including mathematics and science so that their overall achievement is good.
- Achievement gaps between different groups of students are narrowing quickly.
- Students' social, moral, spiritual and cultural development is strong. The school provides a safe and harmonious environment for all students.
- Students' behaviour is good both in and out of lessons. Relationships are characterised by respect for all. Students and staff are proud to belong to the academy.
- The quality of teaching is consistently good with some outstanding teaching.
- Leadership and management are good, driven by the enthusiasm and inspirational vision of the headteacher. She is supported by skilled and committed school leaders who help drive the school's improvement. Leaders ensure that the students' best interests are the top priority.
- The governing body is very effective. It is fully aware of its leadership and management role. Governors work closely with staff and have a very good knowledge and understanding of the school's priorities.
- The sixth form is good. Students praise the individual support they receive and the good teaching which helps them to learn.

### It is not yet an outstanding school because

- Not all students are equally well informed of how well they have done through teachers' marking of their work and the steps they need to take to improve their learning further.
- Some teachers' expectations of what students can achieve are not high enough. In particular but not exclusively, teachers' low expectations restrict the achievement of the most able students taking AS-level courses in a minority of subject areas.

### Information about this inspection

- Inspectors observed 40 lessons or part lessons involving more than half of the teachers. A small number of lessons were observed jointly with senior leaders.
- Meetings were held with groups of students, staff, including senior and other managers, and the Chair and other members of the governing body.
- Inspectors observed the school’s work, including what the school offers disabled students and those who have special educational needs.
- The inspection team looked at a number of documents, including information about safeguarding, the school’s evaluation of its performance, data on students’ current progress as well as parents’ and carers’ views. Records of monitoring in relation to teaching, students’ behaviour and attendance were also examined.
- Inspectors checked students’ workbooks in order to evaluate the progress made by students over time. A very substantial number of exercise books from a range of teaching sets were checked against students’ individual progress data.
- Inspectors took account of the 29 responses to the online Parent View survey and considered the 51 responses made by staff in the staff questionnaire.

### Inspection team

Haydn Evans, Lead inspector	Additional Inspector
Elizabeth Bull	Additional Inspector
Gordon Jackson	Additional Inspector
Joanna Pike	Additional Inspector

## Full report

### Information about this school

- The Bourne Academy is a smaller-than-average sized secondary school. It is sponsored by Canford School, a local independent school.
- The Bourne Academy was inspected by Ofsted in November 2012. At that time, it was judged to require improvement.
- A very small proportion of students are from minority ethnic backgrounds. The largest groups represented are of Eastern European heritage. The proportion of students with English as an additional language is well below average.
- The proportion of students known to be eligible for the pupil premium, (additional government funding for looked after children and students known to be eligible for free school meals), is well above average.
- The proportion of students known to be eligible for the Year 7 'catch-up premium' is well above average.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- Students in the sixth form are educated off site on one afternoon per week by the 'Land and Wave' company which provides sports facilities.

### What does the school need to do to improve further?

- Improve the effectiveness of the school's policy for checking students' progress by:
  - ensuring that teachers consistently provide written guidance in their marking of students work to show students how to develop their knowledge and understanding and make improvements.
- Further improve teaching in the sixth form by:
  - sharing the good practice in the main school throughout the sixth form, including the planning of lessons and the engagement of students in their learning
  - ensuring that the high expectations that challenge many of the most able students in the main school are also evident for those studying AS level.

## Inspection judgements

### The leadership and management are good

- The headteacher and the senior management team provide strong leadership and their vision and energy are shared among the wider school. They and their colleagues ensure students have excellent opportunities for personal and academic development. Consequently students thrive, have a real commitment to their community and achieve well.
- The headteacher and her leadership team, including middle leaders, have an accurate view of how well the school is meeting its targets. Their approach to improving the achievement of all students is illustrated by the way teachers make a close check on students' progress across all subjects.
- Leaders work closely with their colleagues and carry out systematic lesson observations, learning walks, work scrutiny, unannounced visits to lessons and hold teachers to account. The headteacher and senior team together with other leaders, focus relentlessly on teaching and learning. They provide regular training that is closely linked to how well teachers are meeting their targets. However, leaders do not ensure that teachers consistently provide written guidance to help students develop their knowledge and understanding in all subjects.
- Advice and guidance in helping young people make informed choices about the next steps in their education is good. For example, the school's review of entry requirements to the sixth form has had a positive impact on student progress and the proportion of students that remain in education, training and employment is significantly above average.
- Excellent policies underpin practices that are generating good progress through the literacy levels. The school's checks on student progress illustrate this very well.
- The range of subjects the school teaches inspires a love of learning and is reviewed annually to meet the needs of all groups of students. This action is having a positive effect, including on the recently enhanced rates of progress in the sixth form. Disabled students and those who have special educational needs are prioritised.
- The school has made substantial progress on its budget deficit, helped by the way it links setting targets for teachers to training and to their salaries.
- There is a rigorous approach to the development of the spiritual, moral, social and cultural skills of students, both in and out of lessons. For example there are specialised lessons in these four areas and a broad range of out-of-hours activities, visits and community-based projects. The promotion of students' spiritual, moral, social and cultural awareness is evident in many aspects of school life and is very well planned. The school's success in promoting equality of opportunity is seen in the increasing progress made by all groups of students. This is illustrated by the sustained high attainment of those eligible for pupil premium or extra funding and those who have special educational needs. Both attain in line with the rest of the school.
- Safeguarding arrangements are particularly strong. Appropriate measures are in place and there are rigorous procedures to ensure the safety of all students and staff.
- The school works very well with parents and carers, as indicated by the positive response from Parent View, suggesting that, almost all of the parents and carers thought the school was well led and managed and would recommend it to others.
- Questionnaire responses indicate that all of the staff believe the academy is well led. Many staff referred to the dramatic improvements that followed the appointment of the headteacher when the original school converted to an academy.
- **The governance of the school**
  - Governors have an excellent understanding of the quality of teaching and of the school's analysis of students' progress. This enables them to hold senior leaders to account by asking challenging questions. Governors are fully aware of how well the performance of teachers is managed, including the use of the Teachers' Standards, and support the headteacher effectively in improving the quality of teaching. The governing body ensures the efficient management of financial and other resources, and supports the headteacher well in determining priorities within financial constraints. They check carefully the use of additional funding received and check the impact of spending on the achievement of eligible students. The governing body fulfils all of its statutory requirements, including those relating to safeguarding and child protection. Governors are aware of the boundaries of their role including their responsibility to ensure the academy promotes tolerance and respect for all faiths, cultures and lifestyles to prepare young people for life in modern democratic Britain.

**The behaviour and safety of pupils is good****Behaviour**

- The behaviour of students is good. Students typically have good attitudes to learning, both in and out of lessons. There is a very positive attitude displayed by students throughout the school. Relationships are respectful and courteous. Students are emphatic that there have been marked improvements in behaviour over time throughout the school since it became an academy.
- Students are polite to adults, helpful to visitors and respectful of one another. In corridors and recreational areas, behaviour is orderly and respectful even when free from explicit supervision by senior leaders.

**Safety**

- The school's work to keep pupils safe and secure is good.
- The vast majority of parents, carers, staff and students agree that children are safe and behaviour is well managed. Leaders, including the headteacher, enthusiastically greet students in the school playground at the beginning of the day and bid them a friendly goodbye at the end.
- The enrichment programme, including students' personal, social and health education and the spiritual, moral, social, cultural lessons, help to promote equal opportunities and develop a cohesive community with a tolerance, sensitivity and respect of others. The school promotes students' spiritual, moral, social and cultural development exceptionally well and this is at the heart of its behaviour policy. There is a strong and successful emphasis on mutual respect.
- Bullying is almost non-existent; students know how to keep safe, including whilst using the internet. They feel confident to ask for support should the occasion arise. School records confirm these views are accurate.
- Students are punctual to school and to their lessons. Their high rate of attendance is illustrative of how much they enjoy school. They are rightly proud of their school. The attendance of groups of students considered at risk of not doing well and those who are disabled or who have special educational needs is also well above average.

**The quality of teaching is good**

- Most of the teaching is good and some is outstanding. It is characterised by high levels of engagement and challenge. It is supported by the good subject knowledge of teachers, their excellent relationships with students and the high expectations they have of them.
- Teachers make effective use of individual targets for students, especially throughout Key Stage 4, which helps to speed up the pace of learning. Students know and understand their targets but they do not always know how to improve their work.
- High-quality marking is not consistent across all subjects, including in the sixth form. For example, in some subjects, including science, guidance is restricted to comments about presentation and grammar.
- Approaches including, for example, audio and visual technology are used very well to enrich teachers' explanations and to support students' learning. For example, in one geography lesson on globalisation, a teacher used music and visual imagery to help engage students in their learning and sustain their interest. The teacher used key words, displayed visually, and synchronised sound to animate her explanations about the effect of globalisation illustrated by reference to two case studies.
- In many lessons teachers skilfully question and challenge students in order to elicit explanations that improve their learning and understanding. Students are encouraged to develop their understanding, for example, by collaborating with each other as well as by working by themselves. In a Year 9 spiritual, moral, social and cultural lesson, students were challenged to discuss the issue of 'freedom of speech' including the consequences of not being allowed this freedom. Following a whole-class discussion, small groups considered the issues further. Students learned about freedom of speech with interest and enthusiasm.
- Students are encouraged to develop their skills, for example, by finding things out for themselves and to collaborate. They have done this through checking the quality of their own and one another's work. These activities complemented teachers' checks on students' progress well in some subjects such as in English and geography. However, this is not consistent across all subjects.
- Teaching is very well planned, including systems such as seating maps to ensure that groups of students are properly located and so can be suitably supported. Approaches used by teachers are carefully crafted to meet the needs of the students. This ensures all groups of students make good progress relative to their starting points. Teaching assistants are very well used to support the less able.
- Teachers' expectations about students' progress are very high as illustrated by classroom discussions. Students are confident in holding a dialogue with their teachers in subjects like English, which enables

students to make at least good progress.

- The impact of teaching on reading and mathematics is good. For example, reading is well used in lessons to enhance students' progress and the dip in progress in mathematics has been arrested. Some indicators suggest that progress in mathematics is substantially improving.

### **The achievement of pupils is good**

- Students make good progress from significantly below average starting points so that by the end of Key Stage 4 attainment is in line with national averages. Attainment at GCSE has risen steadily, in line with that seen nationally and last year 60% of students secured five or more passes at grades A\* to C, including in English and mathematics. The attainment of students in their best eight subjects and overall is below average but the gap with other schools nationally is narrowing. Some students are entered early for GCSE examinations but any students who are unsuccessful can resit.
- The proportion of students making and exceeding the progress expected nationally in English is very much higher than average, resulting in high attainment in GCSE at grades A\* to C. In mathematics it slipped to below average this year. The reasons for this decline are well understood by the school and the upward trend has been restored.
- The school's examination results are on course to improve further. This is because of the leaders' very high expectations of teaching and achievement. This is reinforced by the rigorous and robust tracking of student progress that rapidly picks up on any underachievement.
- Students are encouraged to read widely and as often as possible. Those in Year 7 who are eligible for the catch-up premium receive targeted literacy support from tutors that enables them to keep up with their peers.
- Students are generally well prepared for the next stage in their education, training or employment. The proportion of students that continue their education, or take up training or employment, is very substantially above average.
- The substantial rates of progress in Years 10 and 11 are set to continue. These rates are based upon the effective checks on students' progress. The school's own data and the written work of many students show that they make good progress over time. In English students make excellent progress over time.
- Students from minority ethnic backgrounds, including those of Eastern European heritage, achieve well. This is partly because they are supported by the school's commitment to very high expectations for all of its students.
- The achievement of disabled students and those who have special educational needs is significantly above that of similar students nationally. The school is very effective in ensuring equality of opportunity for learning for all groups of students through its relentless and rigorous checks on progress.
- The group of students who are known to be eligible for the pupil premium (extra funds) achieve well. In 2014 they achieved comparable grades to the average for similar students nationally and in line with the rest of the school. This level of achievement is maintained by the school's relentless approach to targeted support for pupils eligible for the pupil premium.

### **The sixth form provision is good**

- The effectiveness of the sixth form is good. The school sixth form has very recently begun its second year. It remains a small but expanding sixth form that offers vocational (work-related) courses at A level and academic courses both at AS and A level.
- Systems are effective in checking students' progress and informing leaders where additional support is needed. Teachers' performance is checked and training provided where it is appropriate.
- Students are engaged in a harmonious and hardworking sixth form. Good systems for tutoring and academic support, including for private study, have been established. Students feel safe and are very well cared for. The tutorial programme and the subjects students are taught enable them to develop a good understanding of life in modern Britain. Attendance rates are good but retention rates were less than 80% for the first year. However, progression rates were excellent at 100% with all students either passing into Year 13 or the minority being transferred to more appropriate courses at other institutions, apprenticeships or employment.
- Teaching is good overall with some that is outstanding. The generous allocation of teachers to small teaching groups and interesting lessons ensures students make good progress in their learning. Students' interaction with each other is also good and they are supportive of each other both in class and during private study. In a very small minority of lessons teachers have not yet adapted their approach to the

demands of post-16 learning. They do not always generate enough challenge by, for example, the promotion of discussion or by the development of deeper more critical thinking. These factors hinder the learning of the most able pupils.

- The only examination results available for analysis are for 2014 at AS level. Pass rates were below the national average. This represents no more than half of the A level students in Year 12 of the sixth form. School progress data together with students' written work suggest that the majority of these students made good progress. The other half of the A level students, those taking vocational courses, made at least good progress over the year, some made outstanding progress. However, in a few subjects results were below national averages. The school has increased the GCSE grade entrance requirements for a number of courses in response to this outcome.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	136125
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	449059

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

<b>Type of school</b>	Academy convertor
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	745
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Richard Knott
<b>Headteacher</b>	Jackie Steel
<b>Date of previous school inspection</b>	November 2012
<b>Telephone number</b>	01202 528554
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