

# Inspection of The Bourne Academy

Hadow Road, Bournemouth, Dorset BH10 5HS

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Inspection dates: 19–20 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

## What is it like to attend this school?

The Bourne Academy is a welcoming and inclusive school. Pupils and staff are proud to be members of the school community. The views of many pupils are reflected in the comment, 'The school helps me to be the best version of myself.'

The school is a calm, yet vibrant, place to learn. Pupils are respectful, friendly and polite. Pupils look out for each other and look after the school environment. They feel safe and supported by school staff. Bullying is rare, and staff deal with it well. Staff model respectful behaviours, and pupils respond positively.

Leaders' ambition for pupils to 'aspire' runs deeply throughout the school. It is reflected in the design of the curriculum and pupils' subject choices. Leaders reward pupils for improving their work and attendance. The school values its many ACE clubs and extra-curricular opportunities. Recitals and performing arts activities are well attended by pupils, parents and carers. Pupils are proud of the Greenpower ACE club's success as international finalists at Silverstone.

Staff know their pupils well. Teachers support pupils when they are unsure about their learning. Pupils now know and remember more in their time at the school. This is helping them to achieve.

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

Leaders have designed an ambitious curriculum that reflects the national curriculum. They ensure that pupils can study a broad range of subjects. Leaders have thought carefully about the local context and how the curriculum can support this. Pupils told us that the new curriculum helps them to develop their discussion and debating skills, not just prepare for examinations successfully.

Leaders have made changes to the key stage 3 curriculum. This has led to a significant increase in the number of pupils, including disadvantaged pupils, studying languages through to GCSE. Many more pupils have also decided to study history and geography at key stage 4. Pupils say that these subjects are important to them.

Teachers support pupils to broaden their choices of vocabulary effectively, so pupils use complex language well in subjects such as psychology, religious studies and English. The reading programme supports this, but it is in its infancy.

Where teachers know their subjects well, pupils achieve well. Teachers help pupils to make connections between what they already know and can do, their current learning and what comes next. In such cases, teachers use a range of activities to help pupils to remember what they have learned. Consequently, pupils are confident to tackle more difficult work. However, in some foundation subjects, curriculum leaders have not considered what pupils study well enough. Pupils, therefore, have gaps in their knowledge and understanding.

Pupils in key stages 3 and 4 follow a coherent programme that supports their personal development. Pupils learn about tolerance and respecting others. However, leaders have not developed the programme in the sixth form carefully enough, so that students are prepared fully for life outside of school.

Leaders rightly focus on improving attendance so that it is in line with national expectations. However, this is not yet where leaders want it to be. They have communicated a clear message to parents about the importance of regular attendance. Pupils feel motivated when the school recognises their improved attendance.

Staff put in place well-targeted support for pupils with special educational needs and/or disabilities (SEND). Many parents of pupils with SEND told us that the school supports their children well. However, at times, teachers are not using the information they receive well enough to adapt their teaching to meet pupils' needs.

Leaders and staff have high expectations of pupils' behaviour. Pupils can therefore learn without disruption. Pupils say that staff are fair when applying the school's behaviour policy. When pupils' conduct falls below expectations, staff take effective action. Pupils behave well during social times and are considerate of each other. They respond well to staff instructions.

Sixth-form lessons have many strengths. Teachers have good subject expertise. Students are scholarly and ask and answer complex questions in class. Sixth-form leaders and staff know students well. Staff carefully track students' attendance, well-being and progress. The careers lead provides effective guidance for students' futures. Staff value all pathways equally and celebrate their students' successes.

Governors are well informed about the school's strengths and weaknesses. They hold the principal and leaders to account well. Governors are proud of the strong link with the sponsor school. The impact is evident in the ambitious pupil exchange programme. Pupils say that this helps them to better understand and appreciate social differences.

## **Safeguarding**

The arrangements for safeguarding are effective.

School leaders have created a strong culture of safeguarding. The safeguarding team is well trained, skilled and organised. Staff use the school's safeguarding procedures well.

The school has strong working relationships with local primary schools and external services. The safeguarding team spots problems early. Staff are tenacious in securing external support for vulnerable pupils and their families.

Pupils know how to keep themselves safe, including when online.

School leaders, governors and staff receive regular, comprehensive training. They are up to date with statutory training, including safer recruitment.

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

### **(Information for the school and appropriate authority)**

- In some subjects, particularly in foundation subjects, curriculum leaders have not considered the content of their curriculum well enough. Pupils, therefore, have gaps in their knowledge and understanding. Leaders need to direct curriculum leaders to consider carefully how and when pupils will acquire the important knowledge that they need.
- In the sixth form, the curriculum to develop students' understanding of wider personal, social and moral issues is not planned well enough. Consequently, students are not prepared fully for life beyond the school. Leaders need to consider how the key stage 5 curriculum builds on what students have learned before, in an age-appropriate way.

## **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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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

<b>Unique reference number</b>	136125
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10111550
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	981
<b>Of which, number on roll in the sixth form</b>	116
<b>Appropriate authority</b>	The board of trustees
<b>Chair of governing body</b>	Richard Knott
<b>Principal</b>	Mark Avoth
<b>Website</b>	<a href="http://www.thebourneacademy.com">www.thebourneacademy.com</a>
<b>Date of previous inspection</b>	27 February 2018

## Information about this school

- The Bourne Academy is a sponsored academy. The sponsor is Canford School, a local independent school.
- The school uses alternative provision provided by Tregonwell Academy and Bournemouth and Poole College.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the chair of governors and the pupil premium governor. We also met with the principal, senior leaders, curriculum leaders and the special educational needs coordinators. An inspector spoke with the head of sixth form and careers leader on the telephone.

- We did deep dives in these subjects: English, mathematics, modern foreign languages and science. We visited lessons, met with staff, looked at pupils' work, talked with pupils, interviewed curriculum leaders and examined documentation.
- We met with the designated safeguarding lead, deputy designated safeguarding leads and the school's education social worker. We talked with a range of staff about safeguarding training. We examined documentation and school records.
- We spoke with pupils to discuss their views about the school. We considered 66 responses to the staff survey and 61 responses to Ofsted's online survey, Parent View.

### **Inspection team**

Tracey Reynolds, lead inspector	Her Majesty's Inspector
Ray Hennessy	Ofsted Inspector
Sarah McGinnis	Her Majesty's Inspector
Colin Logan	Ofsted Inspector

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