

The Bourne Academy

Hadow Road, Bournemouth, BH10 5HS

Inspection dates 15-16 November 2012

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Achievement of pupils		Requires improvement 3
Quality of teaching		Good 2
Behaviour and safety of pupils		Good 2
Leadership and management		Good 2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students' achievement by the end of Key Stage 4 has not been good enough in the two years since the academy opened. This is because the academy has had to deal with the history of low achievement in the school which it replaced. Achievement is better in some subjects than others. Achievement in science has been particularly weak.
- The achievement of disabled students and those who have special educational needs has not been good enough.
- In a few lessons, teachers do not provide enough time for students to work independently or to engage in stimulating group discussion.

The school has the following strengths

- Strong leadership has driven the academy's improvement from an exceptionally low base so that it is now well on the way to becoming good.
- Decisive action has been taken by school leaders and the governing body to improve the quality of teaching. Weaker teachers have been replaced and teaching is getting better quickly. Teaching in key subjects such as English and mathematics is consistently good.
- The progress of the current students is good because of the better quality of teaching.
- The school's approach to raising standards in literacy is highly effective.
- Subject leadership is good. The new head of science provides decisive leadership in tackling previous weaknesses.
- The way in which the staff care for the students is outstanding.
- Students behave well. Older students say that behaviour has been transformed since the academy opened.
- Rapid improvements in teaching and behaviour have been recognised by parents and carers and, for the first time, the academy filled all its Year 7 places in September 2012.

Information about this inspection

- The inspection team observed 32 part-lessons, and most were seen with members of the senior leadership team. Inspectors also observed other aspects of the academy day, including an assembly, students' behaviour at break and lunchtime, and their arrival at school.
- Inspectors held meetings with the Principal, members of the governing body and the senior leadership team, heads of department, members of the pastoral team, the special educational needs coordinator and several groups of students. They also spoke by telephone to a member of staff from Land and Wave, a provider of alternative provision used by some of the academy's students.
- Inspectors looked at a range of documents, including the academy's data on students' progress, attendance and behaviour, records relating to safeguarding and governance, and the academy's self-evaluation of its performance.
- Inspectors took account of 24 responses to the Parent View online questionnaire. They also considered the views of 52 staff who completed the Ofsted inspection questionnaire.

Inspection team

Daniel Burton, Lead inspector	Her Majesty's Inspector
Christine Raeside	Her Majesty's Inspector
Kathy Maddocks	Additional inspector
Mark Warren	Additional inspector

Full report

Information about this school

- The Bourne Academy is a smaller-than-average secondary school. It is sponsored by Canford School, a local independent school.
- The academy admits students of all abilities in an area where there is selective education.
- The sixth form is due to open in September 2013.
- The large majority of students are from White British backgrounds, with a small proportion of students from other European backgrounds. There are more boys than girls.
- The proportion of students eligible for the government's additional funding, the pupil premium, is around 25%, which is above the national average.
- The proportions of disabled students and those who have special educational needs who are supported at school action or at school action plus are above average. The proportion of students with a statement of special educational needs is average.
- About 40 students attend courses off-site, at venues including Bournemouth and Poole College, Twynham School and Land and Wave, which provides outdoor education.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Increase the attainment and progress of students in line with the national average by July 2013, by:
 - making sure lessons provide more regular and challenging opportunities for students to work independently and in groups
 - making sure teachers do not talk too much in lessons
 - training teachers to be more effective in gauging how well students are learning and adjusting the teaching to help those who are making slower progress in the lesson
 - increasing the proportion of students attaining two good qualifications in science
 - reducing any remaining variation in the achievement of students between different subjects at the end of Key Stage 4.

Inspection judgements

The achievement of pupils

requires improvement

- Students join the academy with low levels of attainment. Students who attended the predecessor school in the past few years did not achieve well enough and the academy has had to overcome this legacy. Achievement has improved considerably since the academy opened and is continuing to do so, as a result of much better teaching, but there is still some inconsistency.
- The proportion of students attaining five or more GCSE A* to C grades rose significantly this year. However, a dip in English GCSE results meant that the proportions attaining five or more good GCSEs, including in English and mathematics, also dipped.
- Students' achievement in mathematics is consistently good. The school's policy of entering students early for GCSE mathematics has a positive impact in raising their aspirations and attainment.
- Achievement in science requires improvement, having previously been inadequate. Strong leadership, combined with better teaching, is addressing previous weaknesses quickly. The science curriculum has been changed and students can now take courses which match their needs well.
- Attainment in other subjects varies. For example, standards in religious education and media studies are high but are low, though improving, in history and geography.
- Good use of pupil premium funding is helping to raise the attainment of students. In 2012, 30% of eligible students achieved five GCSE grades A* to C including in English and mathematics, compared to 11% the year before. The gap in the average points score for pupil premium students compared to other students in the academy narrowed from 134 points in 2011 to 49 points in 2012.
- Disabled students and those who have special educational needs did not achieve well enough in recent examinations, particularly those supported at school action. This is now being tackled well. Teachers are being trained to make sure they know how to meet the needs of students with specific learning difficulties and in lessons, all students who need additional support make the same progress as the rest of the class.
- The small proportion of students from minority ethnic backgrounds achieve in line with other students. Those at the early stages of learning language benefit from one-to-one support.
- Strategies to raise standards in literacy are highly effective and underpinned by well-planned training for teachers. Lesson observations and book scrutiny show that teachers consistently apply strategies to improve the quality of presentation, productivity and written English in books.
- The achievement of students who are educated on off-site courses is better than before, because the options they now have ensure that all students attain accredited qualifications, including in literacy and numeracy.

The quality of teaching

is good

- Students now benefit from specialist teaching in all subjects.
- Lessons are orderly and productive, and nearly all students behave very well.
- Teachers have a very secure grasp of students' progress and attainment over time. Most teachers use this knowledge to plan and adjust lesson activities that meet the needs of the whole group well.
- Teachers' effective use of questioning makes sure the whole class is involved in the learning.
- In the best lessons seen, for example in English, science, French, physical education and music, teachers structured group work well. This gave them time to listen to students' discussions and pick up on any misconceptions. This approach also enabled teachers to extend the learning of higher-attaining students, for example by asking them to explain their reasoning to other

students.

- Teachers apply whole-school policies with the result that the quality of marking and feedback is consistently good. It is of very high quality in art and design, photography, English, mathematics and science.
- Teachers make good use of a range of approaches to promote students' literacy skills in all subjects, and are becoming equally effective in using strategies to strengthen their numeracy skills.
- Students mostly experience good teaching, although not enough of it is outstanding. This is because they do not have enough opportunities to work on their own or engage in stimulating group discussion with others.
- A small amount of teaching requires improvement. In these lessons, teachers talk too much, do not adjust the activities sufficiently well and overly manage students' learning. This stops students from achieving well because they are working at the teacher's pace, even though some find the work difficult or too easy.

The behaviour and safety of pupils are good

- Parents and carers, students and staff support the academy's view that behaviour and safety are good. Inspectors agree. Behaviour has improved significantly in the last year.
- The academy has a zero tolerance approach to poor behaviour. Very robust policies to bring about good behaviour are in place and are well understood by everyone.
- Strategies to improve the behaviour of students with behavioural, emotional and social difficulties are effective, with the result that repeated exclusions are rare. The academy provides very effective support for students who have been excluded from schools elsewhere.
- Students have positive attitudes to learning and get on well together. Their courtesy and respect for others are seen in lessons and around the school. Older students are strong ambassadors for positive behaviour and deliver assemblies to younger students on the importance of mutual respect.
- The school has an extremely robust anti-bullying policy, informed through partnership working with a voluntary organisation and through regular consultation with the 'student voice'. All groups of students who met with inspectors reported that they feel very safe. Previous incidents of name-calling, directed at Eastern European students, have been successfully tackled through personalised work with the few students involved.
- Students are very aware of the need to stay safe online and how to manage other risks. This is a result of highly tailored teaching in lessons and through the 'Aspire' days, on which there are special curriculum arrangements.
- Attendance has risen dramatically from a very low base and is now in line with the national average. This is a direct result of effective working in partnership with the educational welfare officer, excellent pastoral support through the house system and a tough approach to challenging persistent absenteeism. It is also a reflection of students' own eagerness to learn.

The leadership and management are good

- Strong leadership has driven the academy's improvement from an exceptionally low base so that it is well on the way to becoming a good school.
- The Principal is highly ambitious for the academy and communicates this very effectively to staff, students, and parents and carers. All the staff who completed the Ofsted questionnaire agreed that the academy is well led and managed. One teacher, typifying the views of many others, said, 'The Principal is like a Mrs Motivator. You cannot help but be excited by what we are trying to achieve for our students.'
- Leaders monitor teaching regularly and robustly. Lesson observations conducted jointly with

inspectors confirmed that senior leaders are accurate and thorough in assessing the quality of teaching. These leaders provide high-quality feedback to teachers following lesson observations.

- Teachers' professional development is closely linked to lesson monitoring. Teachers have received customised training to strengthen their own skills in helping students develop their literacy across all subjects.
 - Senior staff are intolerant of poor performance. This has resulted in pay progression being withheld and in some teachers leaving the school because their teaching was not good enough.
 - The academy has recently made excellent appointments to ensure strong leadership in English and science. As a result, middle leadership is strong in most areas. The new special educational needs coordinator has secured quick improvements to the quality of education provided for disabled students and those who have special educational needs. This has been achieved by ensuring students' needs are diagnosed more carefully than in the past and by providing expert guidance to teachers on how best to support them.
 - The allocation and impact of pupil premium funding are monitored carefully to ensure it is making a positive difference to the attainment of eligible students. The introduction of a breakfast club, for example, together with financing support from the local authority's attendance officer, has raised the attendance and punctuality of eligible students. Plans are in place to use future funding to provide specialist one-to-one support for eligible students.
 - The curriculum meets students' needs well and previous weaknesses have been addressed, for example in science. There is a good balance of academic and vocational courses, and more students than before are pursuing the English Baccalaureate qualification.
 - The vocational courses which are delivered off-site are closely monitored and evaluated. As a result, students educated off-site get worthwhile qualifications, including in literacy and numeracy. Procedures to make sure that students who learn off-site are safe and attend well are extremely robust.
 - **The governance of the school:**
 - The governing body, chaired by the deputy headteacher of Canford School, the academy's sponsor, bring invaluable expertise. Strong financial skills have enabled the academy to eliminate debts of £3 million. Governors, through the regular reports they receive, keep a watchful eye on how effectively the academy is using pupil premium funding.
 - Governors challenge the academy rigorously and regularly and the Chair of the Governing Body holds meetings with the Principal every week to check on all aspects of performance. They have provided good support to the Principal in performance management and in tackling underperformance. They support the headteacher in ensuring that salary progression is strongly linked to performance.
 - Governors have a very accurate view of the quality of education provided by the academy, including the quality of teaching. They have a good understanding of performance data.
 - Governors ensure the academy meets its statutory requirements with regard to safeguarding.
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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

Unique reference number	136125
Local authority	Bournemouth
Inspection number	399744
Type of school	Academy sponsor-led
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	609
Appropriate authority	The governing body
Chair	Richard Knott
Headteacher	Jackie Steel
Date of previous school inspection	Not previously inspected
Telephone number	01202 528554
Fax number	01202 524147
Email address	admin@thebourneacademy.com

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