

# Bourne Community College

Park Road, Southbourne, Hampshire PO10 8PJ

**Inspection dates** 15–16 June 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has set a clear and ambitious vision to improve standards further. Governors and staff are committed to the school's continued improvement.
- Pupils are making good progress across most subjects, including in English and mathematics. In subjects where outcomes have not been as strong previously, progress is improving because of better leadership and teaching.
- The quality of teaching, learning and assessment is good. Most teachers plan engaging lessons that motivate pupils. Teachers use information they have about pupils well, so that work builds on what pupils already know, understand and can do.
- Pupils who have special educational needs or disability make good progress and sometimes better progress as a result of effective teaching and support.
- Subject leaders use their good knowledge of the strengths and areas for improvement in their teams effectively, so that teaching is good.
- The development of pupils' reading skills is a strength. A range of creative strategies promote a love of reading.
- Pupils' behaviour is good in lessons and around school. Pupils are polite, considerate and cooperate well together.
- Positive working relationships between staff and pupils help to keep pupils safe, develop their personal skills and promote good achievement.
- Disadvantaged pupils are now making similar progress to their peers and to other pupils nationally.
- Governors use their extensive skills and experience to support and challenge leaders well.

### It is not yet an outstanding school because

- Some pupils are absent from school too often. The highest level of attendance is not promoted effectively enough.
- In a few subjects, feedback has limited impact because pupils do not use it effectively enough to improve their work.

## **Full report**

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

- Improve teaching, in order to raise levels of achievement further, by:
  - ensuring that pupils use teachers' feedback effectively in all subjects, so that it has a consistent impact on improving the quality of their work.
- Improve the attendance of those pupils who are absent from school too often, and promote the expectation of the very highest levels of attendance as the norm.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has established a strong focus on what needs to improve. The culture in the school is a positive one, with staff at all levels committed to the vision and direction he has set. Leaders share a strong desire to support the personal development and well-being of pupils, as well as equip them with the necessary qualifications to move onto the next stage of education, training or employment.
- Leaders have focused sharply on improving the quality of teaching, the curriculum and tracking of pupils' progress. Consequently, pupils are making good progress and weaknesses identified at the last inspection have been successfully tackled. Staff acknowledge the positive impact of this work.
- Middle leaders are a strength of the school. They form an enthusiastic team and are effectively improving teaching in their departments. They work together successfully to share good practice and support each other. They value opportunities they have to shape the direction of travel for the school, of learning together through professional dialogue, and the trust senior leaders have placed in them. As a result, there is capacity for continued improvement.
- Leaders have ensured that teachers' and teaching assistants' skills are developed effectively through a wide range of training and support, carefully matched to their needs. The impact of this professional development is closely monitored and support is adapted if it is not making a difference. Leaders have successfully increased the levels of collaboration within and between departments to share good practice. Staff feel well supported and appreciate the range of training and development opportunities.
- The quality of the curriculum has been improved so that it better meets the needs of the pupils. While continuing to be broad and balanced, importantly, it is now possible for all pupils to achieve eight or more GCSEs.
- Leadership of support for pupils who have special educational needs or disability, including in the Student Support Centre is particularly effective. Leaders know pupils very well and they use this information in very effective ways, working closely with staff to meet pupils' needs. The impact of this high-quality support is evident in the good progress these pupils make.
- Pupils' social, moral, spiritual and cultural development is well supported across subjects and through the numerous extra-curricular opportunities, trips and sporting activities pupils participate in.
- While a great deal has been achieved to improve pupils' overall attendance, some pupils continue to be away from school too often and the expectation of the highest level of attendance as the norm is not communicated effectively enough.
- Pupils understand fundamental British values of tolerance, democracy and personal freedom, for example through the school's involvement in UNICEF's 'Rights of the child' programme and the election of a pupil to the Youth Parliament. Pupils learn to be accepting of people of different faiths and cultures and are well prepared for the diversity of life in modern Britain.
- Additional funding for disadvantaged pupils is used effectively. An extensive range of support, more rapid identification of pupils in danger of falling behind and improvements in the quality of teaching mean that these pupils are making good progress and gaps have closed or are closing rapidly with other pupils.
- **The governance of the school**
  - Governors bring a good range of experience and skills and a strong sense of loyalty to the leadership and management of the school. They are knowledgeable about the quality of teaching and pupils' progress. Governors provide valuable strategic direction to the school through their input and monitoring of the school's long-term planning. Governors are vigilant in managing the school's finances, particularly the pupil premium funding, and challenge school leaders to show the impact it is having on pupils' progress.
  - Governors have ensured that pay increases for teachers are only rewarded when staff are effective in their work, including securing good achievement among pupils.
- The arrangements for safeguarding are effective. Appropriate checks are in place on adults working in the school. All staff are well trained in how to keep pupils safe, including from the dangers of radicalisation and extremism. Action taken to protect pupils is prompt and effective because of strong partnerships between school staff, parents and external agencies.

## Quality of teaching, learning and assessment is good

- Teaching across most subjects and in different year groups is good. Teachers use their strong subject knowledge to plan activities that interest pupils and enable them to make good progress.
- The atmosphere for learning across the school is a positive one. Pupils come prepared and ready to learn, and are keen to participate fully in lessons. They support each other well and listen readily to one another's contributions.
- Many teachers use well-planned questions to check and develop pupils' understanding. Where teaching leads to good or better achievement, teachers use persistent and probing questions to make pupils, particularly the most able, think deeply and justify their thoughts and ideas.
- Teachers know their pupils and their capabilities well, and have high expectations of what they can achieve. They use information effectively to plan lessons that are pitched at the right level for different pupils. Time is used productively because pupils are focused on learning. Teachers are confident to adapt their plans in light of pupils' responses and swiftly provide individual support for those who struggle.
- Pupils' reading skills and love of reading are well supported in a range of creative and imaginative ways. For example, all pupils read for 10 minutes at the start of each lesson after lunch and the school's librarian recommends books to pupils based on their interests and level of competency.
- Work done since the previous inspection by the current leadership team on teachers' feedback to pupils has had a positive impact. In many subjects, such as English, geography, science, drama, art and food technology, pupils improve their work and make good progress in response to teachers' helpful comments.
- The impact of feedback, in line with the school's expectations, is inconsistent. In a small number of subjects it is weaker and the practice is less well developed. Leaders recognise the need to collect and share the good practice across the school so that it is consistently strong.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school encourages courteous, tolerant and respectful attitudes effectively. Consequently, the school is a harmonious community in which to learn.
- Staff care a great deal about pupils' achievement and personal development, so working relationships between pupils and staff are strong. Pupils who spoke to inspectors said how much they value the time and support staff willingly give to them.
- Pupils are safe and secure in the school. Robust systems are in place to offer help and support to pupils who may be more vulnerable, with staff working closely with outside agencies where appropriate. The overwhelming majority of parents who responded to Ofsted's online questionnaire, Parent View, agreed that their children are well looked after and happy at school.
- Pupils benefit from a range of opportunities to develop their leadership skills and to influence the work of the school. For example, there is keen competition to be elected to the school council, whose members make presentations to the school's senior leadership team and at governors' meetings. Disadvantaged pupils are well represented on this pupil group.
- Pupils who attend the additionally resourced provision receive high-quality care and support. Their bespoke curriculum helps them to develop essential life skills. Staff within the centre and those in mainstream lessons have high expectations and, in response, pupils work hard and apply themselves with enthusiasm.
- A small number of pupils attend courses at alternative providers. There is close communication between the school staff and these providers to ensure pupils' regular attendance, well-being and good progress.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite, friendly and considerate to each other, staff and visitors. They know the standards expected of them and take a pride in their uniform and their school.
- The behaviour in lessons and around the school is good. Pupils move around the school calmly and with purpose. At social times, pupils mix together happily in groups. They are punctual and come to lessons well equipped and ready to learn. Pupils are keen to participate in lessons and persevere when things get difficult.

- Pupils who spoke to an inspector said bullying can sometimes happen but staff deal with it quickly and effectively. A small minority of the parents who responded to Parent View disagreed and felt the school does not deal effectively with bullying.
- Overall attendance, including for disadvantaged pupils, those who have special educational needs or disability and boys, has improved rapidly and significantly in the last year to be in line with national figures. Levels of attendance observed during the inspection reflected this improvement. This is a testament to the determined work of staff who have employed a range of effective strategies to work with families to secure better attendance for their children. Additionally, improvements in teaching mean that more pupils want to come to school.
- While the proportion of pupils who are regularly absent from school has improved significantly, there are still too many pupils who are away from school too often.

## Outcomes for pupils

are good

- Typically pupils join the school with broadly average prior attainment. In 2015, the proportion of these pupils who achieved five A\* to C grades at GCSE dropped below the national average and the proportion of pupils achieving a good GCSE grade in English, a modern foreign language or humanities subject also dipped. Additionally, the design of the curriculum meant that it was not possible for all pupils to achieve eight GCSEs. However, pupils' achievement in mathematics and science remained above or in line with national figures respectively.
- Improved middle leadership, better teaching and changes to the curriculum mean that current pupils, including those who are disadvantaged, are making good progress. Leaders have successfully tackled the reasons for pupils' weaker achievement in English, modern foreign languages and humanities. Work in pupils' books and the quality of learning in lessons reflects the trend of improved progress and attainment suggested by the school's assessment information.
- The gap in achievement between disadvantaged and other pupils widened in 2015, particularly because some middle-ability pupils did not achieve at least a C grade in English. Current gaps are closing rapidly or have closed across year groups and subjects, because leaders ensure that pupils' achievement is tracked rigorously and effective support is given swiftly when pupils are in danger of falling behind.
- Pupils who have special educational needs or disability, including those who attend the Student Support Centre make good and sometimes better progress. Leaders use their impressive level of knowledge of these pupils to provide them with effective support. Staff in these areas communicate effectively with teachers to ensure that lessons are well structured to meet these pupils' needs.
- The pace of learning for the most able is accelerating. Changes to the curriculum and better teaching mean that a greater proportion of pupils are set to achieve the highest grades in GCSE examinations this year. Work in pupils' books and in lessons supports these predictions. Teachers, particularly those in English, mathematics and science routinely challenge the most able pupils to attempt more difficult work or demand they think more deeply.
- Pupils' progress in mathematics and science is a strength of the school. This is a result of high expectations of what pupils can achieve, and good or better teaching that builds on what pupils already know or can do.
- Pupils' learning in English is improving, especially in key stage 4. Outcomes in 2015 were disappointing. The new head of English has worked effectively with her team and senior leaders to ensure good levels of challenge, and well-structured lessons are bringing about good progress.
- Pupils' progress in a range of other subjects is good, with particular strengths in food technology, art, drama, geography and physical education. Teachers' comprehensive knowledge of what will achieve the best grades, and their enthusiasm for their subject promotes pupils' good progress.
- Pupils, including those who attend the Student Support Centre, are well prepared for the next steps in education, employment or training. Pupils benefit from a wide range of advice and opportunities, for example contributions from local businesses and work experience in Year 10, as well as information about apprenticeships. The impact of this support is that all Year 11 pupils in 2015 went on to further education, training or employment.

## School details

<b>Unique reference number</b>	126069
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10002830
This inspection was carried out under section 5 of the Education Act 2005.	
<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	744
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shelagh Legrave
<b>Headteacher</b>	Simon Liley
<b>Telephone number</b>	01243 375691
<b>Website</b>	<a href="http://www.bourne.org.uk">www.bourne.org.uk</a>
<b>Email address</b>	<a href="mailto:office@bourne.org.uk">office@bourne.org.uk</a>
<b>Date of previous inspection</b>	1–2 December 2011

## Information about this school

- The school is smaller than the average-sized secondary school.
- The headteacher joined the school in January 2013.
- The proportion of pupils who have special educational needs or disability is above average.
- The proportion of pupils for whom the school receives pupil premium funding (additional government funding) is below average.
- The majority of pupils are of White British heritage. The number of pupils from minority ethnic backgrounds is below average, as is the proportion who speak English as an additional language.
- Approximately 8% of pupils come from service families.
- A higher proportion of pupils join the school other than at the start of Year 7 than is found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils.
- A small number of pupils attend alternative provision at the Woodlands Education Centre and West Sussex Alternative Provision College.
- The school has designated provision called the Student Support Centre for 16 pupils between 11 and 16 years of age with social and communication needs.
- The school's website is compliant and meets the requirements for the publication of specific information.

## Information about this inspection

- Inspectors made 10 short visits and 26 more extended observations of pupils' learning in lessons, including many with senior leaders.
- Meetings were held with governors, senior and middle leaders and three groups of pupils.
- Inspectors examined a range of pupils' books from a selection of year groups and subjects.
- Inspectors observed pupils in form time, in class and at informal times such as during breaktimes. An inspector attended an assembly.
- Inspectors considered 80 responses to Parent View, 30 free-text responses from parents and 61 responses to the staff questionnaire.
- An inspector visited the additionally resourced provision for pupils who have social and communication needs located on the school site.
- Inspectors scrutinised documentation, including leaders' evaluation of the school's performance, information relating to the quality of teaching, information about pupils' progress, school policies and procedures, and the school's arrangements for safeguarding.

## Inspection team

Lisa Moore, lead inspector	Her Majesty's Inspector
Keith Pailthorpe	Ofsted Inspector
Mary Davies	Ofsted Inspector
Nicholas Simmonds	Ofsted Inspector
Suzanne Richards	Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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