

Budmouth Technology College

Inspection report

Unique Reference Number	113902
Local Authority	Dorset
Inspection number	357449
Inspection dates	21–22 October 2010
Reporting inspector	Karl Sampson

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

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1580
Of which, number on roll in the sixth form	336
Appropriate authority	The governing body
Chair	Maria Blackwood
Headteacher	David Akers
Date of previous school inspection	20 May 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors observed 40 teachers and 43 lessons, and saw parts of eight other lessons and activities. Discussions were held with the senior and middle leaders, staff, governors and groups of students. The inspectors looked at the college's self-evaluation and planning documents, external evaluations of the college's work, policy documents and students' work. They also scrutinised 347 questionnaires sent in by parents and carers, and questionnaires completed by staff and a sample of students from each year group.

The inspection team reviewed many aspects of the college's work. It looked in detail at the following:

- The consistency in the quality of teaching to ensure high levels of progress for all students and, in particular, for girls and students with special educational needs and/or disabilities.
- The impact of the curriculum and care, guidance and support on promoting outstanding outcomes for all students.
- The contribution to college improvement made by partnerships, the technology specialism and the leading edge partnership second specialism.
- The effectiveness of leaders and managers at all levels in embedding ambition and driving improvement and whether this demonstrates outstanding capacity for further improvement.
- The quality of provision and of leadership and management and their impact on students' outcomes in the sixth form.

Information about the school

Budmouth Technology College is larger than most comprehensive schools and has a large sixth form. The college has held technology specialist status since 1995 and was granted a second specialism as a leading edge partnership provider in 2009. Most students are of White British heritage and the vast majority speak English as their first language. The proportion of students known to be eligible for free school meals is below the national average. There is a designated resource base in the college for students with Asperger syndrome. The proportion with special educational needs and/or disabilities is below average; their needs range across the autistic spectrum and also include students with social, emotional and behavioural issues. The proportion of students who have a statement of special educational needs is slightly above the national average. The college holds the Healthy Schools, Sportsmark Gold and International School awards. It has recently been designated as a Leadership and Innovation Hub School for the south-west of England by the Specialist School and Academies Trust. There is a nursery on the college site, but because it is not managed by the college's governing body it is subject to separate

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Budmouth Technology College provides an outstanding education for its students, which reflects its values of high aspiration, total inclusion and success for all. Equal opportunity is promoted exceptionally well throughout and the college truly lives up to its motto of 'Working together, Creating opportunities'. As a result, building and creating meaningful partnerships with parents and carers, local schools and employers and outside agencies is a key feature of the college's success. Thanks to the high-quality curriculum, care, advice and guidance that the college provides, the students are able to access a wide range of opportunities to enhance their learning and personal development. Consequently, students' outcomes ? their achievement and the wider aspects of their personal development ? are all at least good; most are outstanding. The college is in a strong position to sustain its strengths and accelerate its improvement because:

- strong visionary leadership by the Principal provides a constant driving force and a culture of success, support and continuous improvement. He is supported by an excellent team of senior leaders, the governing body and staff, who share his vision and commitment
- self-evaluation is embedded at every level and is based on secure data, which results in accurate appraisal of provision, with the setting of challenging targets, and in appropriate plans for future development
- comprehensive systems are in place to support the continuing professional development of all staff, many of whom are engaged in leadership development programmes to drive further improvements, especially in teaching and learning
- the students are known exceptionally well as individuals and challenged to give of their best; their successes are celebrated and their needs are met through carefully targeted intervention and support.

Teaching and learning are typically good and some lessons observed were outstanding. Astute monitoring by college leaders and the work of the 'Teaching for Effective Learning' team have enabled a sharp focus on classroom practice and on developing the quality of learning across the college. The most skilful teachers inspire and challenge the students and use incisive questioning to ensure high levels of student participation, engaging the students as partners in the learning process. In these lessons, the teachers use assessment information skilfully to tailor learning so that it fully meets the needs of all students to ensure progress which is consistently good or better. Precise subject-specific marking and dialogue enable the students to understand exactly what they need to do to improve. However, this excellent practice is not embedded consistently across the college. The students are very proud of their college and spoke eloquently and with great respect and affection for their teachers, who they believe work very hard on their behalf. As a

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result, the quality of relationships is superb, behaviour is excellent and the students feel that they are treated fairly. Thanks to outstanding safeguarding procedures, the students feel exceptionally well cared for and extremely safe and secure. The quality of the curriculum, the outstanding range of partnerships and the excellent opportunities arising from the college's specialist status significantly enhance the students' personal outcomes. As a result, the students' adoption of healthy lifestyles, their future economic well-being and the contribution that they make to the life of the college and beyond are outstanding. The students are thriving both academically and personally and the degree of parental/carer satisfaction with the work of the college is very high. One parent/carer summarised the views of many as follows; 'This school has met and exceeded all expectations and continues to develop and support my child in reaching their full potential.'

What does the school need to do to improve further?

- Secure outstanding progress for all groups of students by summer 2013, including those in the sixth form, by driving further improvements to the quality of teaching by:
 - accelerating the pace of development of the Teaching for Effective Learning initiative to develop teachers' professional skills and teaching strategies, so that learning experiences consistently provide high levels of challenge for all students
 - extending the use of effective questioning and dialogue to stimulate students' active participation in all lessons, with more opportunities for students to contribute their ideas to drive the learning forward
 - enabling students to understand precisely what the subject-specific actions for improvement are, and how to achieve them, so that teachers can assist students to manage their own learning with more confidence.

Outcomes for individuals and groups of pupils**1**

In the large majority of lessons observed, the students made good progress and achieved well. The students enjoy their learning greatly and engage enthusiastically with a wide range of activities in lessons. This is most evident when work is carefully planned to challenge and interest every student, regardless of ability, and the students are encouraged to be equal partners in the learning process.

- GCSE examination results have improved significantly over the last three years and attainment is now high. In the past, the progress made by girls had been below that of boys. However, improvements in the curriculum and the quality of teaching and learning and a sharply focused intervention programme have helped to even out the gap in achievement.
- The college's latest analysis of performance for the 2010 examination results demonstrates that all groups, including girls and students with special educational needs and/or disabilities, met their challenging targets. The standards seen in lessons, students' books and results from early examination entry indicate that the progress of all groups continues to accelerate.

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- Students from the Asperger resource base make similar progress to their peers because of the high-quality individual and personalised support programmes which are put in place.
- Students' achievement, career development and enjoyment of college life receive outstanding support from the school's specialist status. This makes a significant contribution to the development of the students' leadership skills, engages them in learning and equips the students with the skills needed to take the next steps in their lives with confidence.
- The students' aspirations are constantly being challenged and raised and, last year, the number of students who left school and who were not in further education, employment or training, while only in line with the national average, was significantly below the average for the county.
- The students demonstrate a sophisticated knowledge and understanding of what constitutes a healthy lifestyle. Many translate this into practice, including healthy eating; the students make an important contribution to the menu-planning in the college's dining facility.
- The extent of active participation in the many sporting, outdoor education and overseas opportunities at the college is impressive. Opportunities for students to contribute to the school and wider community are extensive and diverse and participation rates are extremely high for all groups.
- Excellent engagement with the local community is demonstrated through the work of student community sports leaders and a flourishing combined cadet force, who undertake a range of charitable and expedition work overseas.
- The various types of peer leaders all take their responsibilities very seriously and they have a positive impact on the day-to-day life and work of the college. The students value the opportunities given to them to share aspects of the leadership of their college and to shape its future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

- The college's 'team around the child' is an effective pastoral support system with excellent links to external agencies. It ensures a coherent and integrated approach to the well-being of all students, especially the most needy.
- 'Progress leaders' and the academic tutoring programme play a pivotal role in ensuring that, despite the college's size, every student is known so well as an individual and able to achieve.
- Individual support and the provision for students with special educational needs and/or disabilities are strong. For example, the provision for students with Asperger syndrome is outstanding. The range and quality of the personalised and individual programmes enable the students to make good progress academically and exceptional progress in their personal development.
- The curriculum is outstanding because it gives the students the opportunity to excel in ways appropriate to their individual strengths and interests. The range of academic and vocational qualifications, complemented by excellent extra-curricular and enrichment opportunities, is central to the outstanding outcomes for students.
- Specialist status and the college's partnership work with other local providers have improved the richness of academic, vocational and applied opportunities available, especially in science and design and technology. This has enabled a much greater

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degree of personalisation for students when selecting courses and, as a result, their aspirations, achievement and enjoyment are improving.

- Imaginative and effective adaptations to the curriculum include tailored provision such as 'literacy plus', nurture groups and the Learn4Work programme. They are used very successfully to remove the barriers to learning for students who find learning a struggle or who are disaffected and/or display challenging behaviour.
- At its best, the teaching is inspiring. The teachers' knowledge and love of their subject are evident and they obviously enjoy sharing their enthusiasm with pupils.
- The inspectors saw some superb learning with creative and imaginative lesson activities used to capture the students' interest and support them to articulate ideas fluently and with confidence, regardless of ability.
- Less effective lessons, where progress is satisfactory, typically have the following characteristics:
 - a tendency for teachers to over-direct proceedings and too few opportunities for students to generate questions and ideas of their own
 - learning activities that are not challenging or do not match the needs of all students and are slow paced
 - questioning and dialogue that rarely delves deep in order to check and challenge fully students' understanding or develop learning further.
- The students' work is often marked thoroughly and carefully, with clear indications of how it may be developed, but this is not consistent across departments.
- The inspectors saw exemplary practice in English where consistently students use teachers' comments to reshape their learning. For example, a GCSE English lesson made use of a range of assessment promoted by high-quality dialogue with the teacher to empower students to articulate and then apply the key features required when analysing poetry to A*/A grade standard.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

- The Principal, ably supported by a strong leadership team, has shown exceptional clarity in outlining his vision of success and driving improvement across all areas of the college since the last inspection. Teamwork and collegiality are evident throughout the college and morale is very high.

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- The college is outward looking and its expertise in developing staff and student leadership is recognised and shared at local and national level. Although this is an institution which thrives on innovation, it is also strongly self-evaluative and uses its monitoring effectively to hold people to account.
- The senior leaders know exactly what needs to be done to make teaching outstanding, so that the progress that students make can be improved further, and recognise that this will involve ensuring that certain teaching and learning strategies are further developed and applied consistently across the college.
- The promotion of equality and acknowledgement of diversity is evident throughout the work of the college and proudly sits at its heart. The college ensures that highly effective partnership working is assiduously focused on adding value to its work and supporting vulnerable students in time of need. Such actions guarantee that the students access the best possible expertise available to support them during their time in college.
- The governing body provides enthusiastic and committed support and makes a significant contribution to the strategic and practical work of the college. It holds the senior team to account for driving improvement regularly on the basis of a thorough knowledge and understanding of the college's priorities and robust monitoring of the progress of issues on the development plan.
- The governing body has been instrumental in ensuring that very high-quality safeguarding practices complement the outstanding care, guidance and support in the college. Every care is taken to ensure that the college is safe and that policies and procedures are rigorous and meticulously maintained.
- The college's contribution to community cohesion is good. Its strengths are in well-established international links and its engagement with the local community. The college is developing its strategy to improve students' engagement with other communities across Britain.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Sixth form

- The college has an inclusive approach in promoting further studies for all students. The sixth form serves as a beacon for the rest of the college to aspire to and is seen by the students as a gateway to open up greater opportunities as they move into their adult lives.
- Learning and progress are good and improving and there are clear indications of strong capacity for sustained improvement in the future.
- Despite only being in place for a year, the new sixth form leadership team has been an important factor in strengthening systems for monitoring student and subject performance. Underperformance in a small number of subjects, which causes overall achievement in the sixth form to be lower than in the main school, is being tackled successfully and attainment is rising.
- Teaching and assessment are good overall. The college is presently focused on strategies to raise achievement further, including reviewing curriculum pathways and the sharper use of assessment data to ensure that sufficient challenge is provided for all students, across all subjects.
- The range of A-level and vocational courses on offer meets the students' needs very well. The students value the extensive range of support from their teachers. They enjoy life in the sixth form greatly, develop into good role models for younger students and make a positive contribution in their work with the college and the local community.
- Retention and attendance rates are good and are evidence of the students' enjoyment of the sixth form. The students are well advised about higher education, training and employment options and have high expectations for the future.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

A higher-than-average percentage of parents and carers responded to the Ofsted questionnaire. The very large majority were overwhelmingly positive about all aspects of the college and some glowing additional comments were received. Very few parents and carers raised concerns and, where they did, there was no overall pattern or trend. Almost all parents and carers are happy with their children's experience and enjoyment at Budmouth and believe that the college is led and managed very effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Budmouth Technology College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 347 completed questionnaires by the end of the on-site inspection. In total, there are 1580 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	165	48	172	50	7	2	1	0
The school keeps my child safe	156	45	185	53	2	1	0	0
My school informs me about my child's progress	109	31	216	62	13	4	0	0
My child is making enough progress at this school	132	38	201	58	4	1	0	0
The teaching is good at this school	139	40	196	56	1	0	0	0
The school helps me to support my child's learning	117	34	209	60	8	2	0	0
The school helps my child to have a healthy lifestyle	93	27	224	65	17	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	136	39	186	54	2	1	0	0
The school meets my child's particular needs	137	39	199	57	0	0	0	0
The school deals effectively with unacceptable behaviour	116	33	205	59	7	2	0	0
The school takes account of my suggestions and concerns	105	30	197	57	13	4	1	0
The school is led and managed effectively	154	44	183	53	0	0	0	0
Overall, I am happy with my child's experience at this school	178	51	162	47	1	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 October 2010

Dear Students

Inspection of Budmouth Technology College, Weymouth DT4 9SY

Thank you for your help and for taking the time to talk to us during the recent inspection. We enjoyed meeting you and learning about the work of your college, which we have judged to be outstanding.

The college's inclusive ethos of high aspirations, continuous improvement and success for all provide you with a great platform for learning. We were particularly impressed by your behaviour and your very positive attitudes to learning. As a result, relationships between the staff and students are superb. You make good academic progress over your time at the college and enjoy your education because of the consistently good teaching. The excellent curriculum provides you with an outstanding range of opportunities, both in and out of the college, and you told us how much you appreciate such an 'excellent' curriculum offer. You particularly appreciate the positive benefits that specialist status has brought in terms of helping you to prepare successfully for life beyond college and developing your leadership qualities. The high-quality care, guidance and support help you to gain outstanding outcomes in many other aspects of your personal development.

Although the college is already outstanding, the staff is committed to continuing the college's improvement and are all ambitious to make it even better in the future. The college already knows its strengths and, for areas that are not as strong, there are plans in place to keep the college moving forward.

In order to improve the college further, we have asked the college to focus on improving teaching so that all groups of students make outstanding progress. We have asked that the teachers provide you with challenging learning activities consistently, which engage you more actively in learning and allow you to contribute more. We have also asked that the teachers give you high quality feedback on your work consistently so that you always know exactly what you need to do to improve in each subject. You can certainly help your teachers by responding to their comments and using the feedback that they give, to improve your learning and the quality of your work.

With best wishes for your future happiness and success.

Yours sincerely

Karl Sampson

Her Majesty's Inspector (on behalf of the inspection team)

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