

Bourne Community College

Inspection report

Unique Reference Number	126069
Local Authority	West Sussex
Inspection number	367433
Inspection dates	1–2 December 2011
Reporting inspector	Patricia Metham HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	703
Appropriate authority	The governing body
Chair	John Southgate
Headteacher	Margaret Eva
Date of previous school inspection	27–28 November 2006
School address	Park Road Southbourne Emsworth PO10 8PJ
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Age group	11–16
Inspection date(s)	1–2 December 2011
Inspection number	267433

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors visited 34 lessons, observed 33 different teachers, and held meetings with members of the governing body, staff and students and a representative from the local authority. They evaluated students' attainment over three years, schemes of work, policies, the college's self-evaluation and development plan, minutes of governing body meetings and reports from the local authority. They considered 190 responses to the questionnaire sent to parents and carers, 100 responses to the students' questionnaire and 26 responses from staff.

The inspection team reviewed many aspects of the college's work. It looked in detail at a number of key areas.

- How is the relative underperformance of more-able girls being tackled?
- What contribution does teachers' management of assessment, both in lessons and in the marking of work, make to students' learning?
- What contribution to the college's overall effectiveness is made by the specialism?

Information about the school

Bourne Community College is of average size, with more boys than girls. In April 2009 it became a Trust school, partnered with Chichester District Council, Chichester University, Chichester College, Thorney Island Military Station and the New Life Christian Church. The campus includes facilities for Bourne Adult Learning Centre, Bourne Youth Wing, an independently run playgroup and Bourne Community Leisure Centre. Bourne is a National Support School and its headteacher is a National Leader of Education. It provides training for teachers through its links with two local universities and internationally. In 2007, the college gained specialist status for modern languages and humanities (English) and was re-designated in 2010. Among the awards it holds are: the Gold International award; the Gold award for Investors in People; Democracy Gold; and the Specialist Schools and Academies Trust Kite Mark for Leading and Transforming.

Fewer than one in every 25 students belongs to a minority ethnic group and fewer than one in every 50 has English as an additional language. The proportion with special educational needs and/or disabilities is more than twice the national average. Predominantly these students have moderate learning difficulties or behavioural, emotional and social developmental needs. The proportion known to be eligible for free school meals is less than half the national average. The proportion of students joining the school part-way through their education is high.

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?

2

The school's capacity for sustained improvement

2

Main findings

Running brightly through every aspect of the good education provided by Bourne Community College are its enterprising and engaging modern languages specialism and the outstanding care and support given to students and staff. An ambitious vision for the college's development is shared and understood at all levels: to be a strong learning community with an international perspective, well supported by modern technology and by an extensive network of mutually beneficial partnerships. While liaison with universities and schools in this country and abroad ensures that Bourne's leaders and teachers are continually refreshing their own professional skills and contributing to the professional development of others, the impact of this on teaching and learning in the college is not systematically evaluated. The governing body is shrewdly and decisively led, and embodies a range of experience and expertise that enables it to hold the college rigorously to account. Under the strong and persuasive leadership of the headteacher, assessment of the college's strengths and areas for development is accurate and practical. Budget decisions are shaped by careful analysis of teaching and curriculum needs, with an unusually high proportion of the annual expenditure invested in staffing. Constructive action to tackle weaknesses, for example in mathematics, is having a positive effect. Capacity for further improvement is good.

Students' attainment on entry is generally low, but not exceptionally so and, by the end of Key Stage 4, it is broadly average. This reflects good overall progress. The progress made by those with special educational needs and/or disabilities is strong. Attainment in mathematics has been consistently below average but is beginning to improve. Students work well together, confident that their contributions will be treated with respect by teachers and by other students. Most are conscientious, responding willingly to their teachers' expectations but very few are independent learners. More-able students are not consistently challenged to be analytical, innovative and imaginative.

Most teaching is good. Effective lessons are characterised by enthusiastic subject knowledge, clarity about what is to be learnt, tasks well matched to students' abilities and learning styles, lively pace and confident use of media and information and communication technology. While there are examples of good practice, not all teachers make effective use of information about students' attainment and progress when planning lessons or successfully integrate strategies to check and consolidate students' understanding within lessons. Marking does not always balance praise with specific guidance, and evidence of impact is limited when students are not given time

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to reflect and respond. The curriculum serves most students well, offering a wide choice of academic, vocational and practical courses. A student commented, 'There are lots of opportunities, lots of courses – you're always learning new skills'. The exceptional flexibility and strength of the college's network of pastoral support are greatly valued by students and their families

Students are emphatic that they feel extremely safe. They wholeheartedly support the college's culture of mutual respect and support. They have no doubt that difficulties will be dealt with promptly and extremely effectively. Opportunities to take on responsibilities, within the college and wider community, are grasped with huge enthusiasm and enterprise, for example as mentors, peer mediators, librarians and sports leaders. Year 7 students go into primary schools to support pupils' reading. In this, as in many areas of college life, the specialism plays a significant role; for example, students act as interpreters for visitors and for members of the college's extended community. Students have a lively curiosity about the experiences of those whose lifestyles differ from their own. This underpins their excellent spiritual, moral, social and cultural development and contributes to the college's highly effective promotion of community cohesion. As one explained, 'Through our international links we really get an idea of other cultures'.

What does the school need to do to improve further?

- Build on current strategies to drive up attainment across the curriculum, particularly in mathematics, by ensuring that:
 - teachers routinely use information about students' knowledge and skills to shape their lesson-planning and approach to teaching
 - consistently high expectations, effective questioning and challenging tasks encourage all students, including the more able, to be more reflective, innovative and independent learners.

- Ensure that good practice in teaching is disseminated and embedded across all departments by:
 - monitoring the impact of whole-staff training and individual support, with particular attention to assessment that drives improvement
 - ensuring that students are given time and encouragement to reflect on and respond to feedback in class and to the marking of their work.

Outcomes for individuals and groups of pupils**2**

The percentage of pupils gaining five or more A* to C grades at GCSE or equivalent has risen steadily to above average, reaching 90% in 2011. Vocational subjects, such as outdoor education, make a significant contribution to this overall picture. Literacy across the curriculum is of uneven quality. The provisional result in 2011 for the percentage of students gaining five or more A* to C grades at GCSE, including English and mathematics, is below national average at 49%. This, however, exceeds government targets and extends the college's upward trend. Investment in additional

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staffing to support smaller mathematics sets is beginning to have a positive impact, as is individual mentoring of the small number of more able but underachieving girls. Results are strong in specialist subjects. In modern foreign languages, students rise to meet the challenge of extremely ambitious targets. In 2010, more than twice the national average achieved grade C or above in at least one modern foreign language at GCSE or equivalent. In English, provisional results for 2011 indicate that nearly three quarters of the cohort gained C or above.

Bullying of any kind, including racially motivated harassment, is rare. The college is an impressively cohesive community in which students feel extremely well supported and behave responsibly. They recognise the importance of seeing others’ points of view and are ready to learn from experiences, for example shadowing a teacher for a day, with one student remarking, ‘It opened my eyes to how much planning goes unnoticed but makes a difference’. They understand what constitutes a healthy lifestyle and most, though not all, put their knowledge into practice. Most students appreciate the well-balanced meals provided in college, and participate enthusiastically in sports and activities such as dance. College attendance is improving steadily and the number of fixed-term exclusions is small. While literacy and numeracy levels limit the development of students’ workplace skills, the experiences they acquire of teamwork and leadership provide a useful preparation for later life.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils’ attendance ¹	3
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

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How effective is the provision?

Good practice in teaching and assessment is demonstrated with exuberance and expertise within the specialism subjects. A Year 7 Spanish lesson, for example, was conducted almost entirely in the target language. Students responded cheerfully to the teacher’s high expectations and lively pace, showing confident recall of relevant vocabulary and idiom. The English department is leading development of assessment with the aim of strengthening students’ learning. While the quality of teaching and assessment across departments is still uneven, teachers are clearly keen to extend their skills. In many of the lessons seen, students made good progress in response to activities and resources well matched to different abilities and learning styles.

The curriculum successfully supports the college’s specialisms. With very few exceptions, students study at least one modern foreign language throughout Key Stages 3 and 4. The range of courses offered, from the academic to the practical, ensures that almost all students achieve a worthwhile language qualification. All departments are required to integrate an international theme into their schemes of work, which gives the curriculum coherence and continuity. An enterprising range of communication technology extends the curriculum through links with countries in Continental Europe, America and Africa. Through liaison with local colleges and employers, the college ensures that all students progress to further education, training or employment at the end of Key Stage 4. The mainstream curriculum is well complemented by visits overseas and trips to theatres and galleries, and by a popular programme of local activities, including sports and the arts. The college’s support for such projects is valued, as a parent’s response to the inspection questionnaire demonstrates: ‘My eldest son was given the opportunity to go on a Youth Trust Tall Ships trip. He came back with more confidence and was more independent’.

The pastoral team offers impressive care and support, working with external agencies whenever appropriate. The inclusion coordinator develops positive relationships with parents and carers, which complement her outstanding success as counsellor for troubled or vulnerable students. Transition into Year 7 is extremely well managed by the head of lower school and two Key Stage 2 coordinators. Teaching and support staff take considerable trouble to be well informed about students’ individual needs and to ensure that their responses are sensitive and timely. Most students feel at ease around the college; the library, for example, provides a welcoming environment and encourages students to take on responsibilities that boost their self-esteem.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2

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The effectiveness of care, guidance and support

1

How effective are leadership and management?

Lesson observations by college leaders set priorities for whole-staff training and individual coaching to support an ambitious strategic vision which is shared by all. The proportion of good teaching is increasing. Good systems for reporting to parents are well established and particular care is taken to develop supportive relationships with the families of students with special educational needs and/or disabilities, and of those who are at risk of dropping out of education. The curriculum and the college's excellent provision of care, guidance and support are extremely well complemented by a formidable range of partnerships with other education providers and with care agencies. Procedures to ensure the safety and well-being of students are thorough, including staff training, meticulous risk assessment of all activities and rigorous monitoring of health and safety factors around the campus. Rare instances of discrimination are promptly and effectively dealt with and the culture of mutual respect strongly promoted. Governors, senior leaders and staff work to ensure an exceptionally cohesive college community where all are valued and which is highly effective in developing students' appreciation of the contribution they can make locally, nationally and internationally.

These are the grades for leadership and management

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

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Views of parents and carers

Almost all who responded have confidence in the college's leadership and in the quality of teaching. While a few feel they are not helped to support their children's learning, most felt well informed about their children's progress. Inspection evidence supports parents' and carers' positive views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bourne Community 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 190 completed questionnaires by the end of the on-site inspection. In total, there are 703 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	43	100	53	4	2	2	1
The school keeps my child safe	87	46	94	49	5	3	1	1
The school informs me about my child’s progress	78	41	98	52	10	5	2	1
My child is making enough progress at this school	76	40	96	51	13	7	1	1
The teaching is good at this school	69	36	105	55	12	6	0	0
The school helps me to support my child’s learning	53	28	111	58	21	11	2	1
The school helps my child to have a healthy lifestyle	43	23	130	68	13	7	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)	73	38	88	46	11	6	0	0
The school meets my child’s particular needs	65	34	108	57	13	7	1	1
The school deals effectively with unacceptable behaviour	59	31	107	56	10	5	4	2
The school takes account of my suggestions and concerns	57	30	101	53	10	5	3	2
The school is led and managed effectively	89	47	94	49	2	1	3	2
Overall, I am happy with my child’s experience at this school	101	53	79	42	7	4	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



5 December 2011

Dear Students

Inspection of Bourne Community College, Emsworth PO10 8PJ

Thank you for the courtesy and openness with which you answered questions and shared your work when I and my colleagues visited Bourne. We agree with you that the college provides you with a good education.

We were glad to know that you feel extremely safe and are exceptionally well cared for. It is important that you all know where to turn for advice and support if needed and are confident that difficulties will be quickly and successfully resolved. You make an outstanding contribution to the life of the college and to the wider community by taking on a range of responsibilities so readily and effectively. You make good progress in most subjects, reaching standards that are broadly in line with national averages. We could see that you work well together, treating each other's ideas with respect, and you have a very positive relationship with your teachers. You make the most of the very extensive opportunities that come with the college's modern languages and English specialisms; as one of you remarked, 'Through our international links we really get an idea of other cultures'.

So that attainment continues to rise we have asked your headteacher to ensure that:

- up-to-date information about your attainment and progress always influences lesson planning, so that each of you is fully challenged; even the most able of you are capable of thinking more creatively and independently
- you are regularly given time to absorb and respond to the advice given and corrections made when your work is marked, so that you learn from them
- all who teach you have opportunities to share ideas, so that what is seen to succeed in one area is tried out in others, especially how to use assessment of your work to accelerate your progress, in class and when marking your books.

All of you can help by not missing days of school, and by being ambitious.

Yours sincerely

Patricia Metham
Her Majesty's Inspector

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