

Harewood College

Harewood Avenue, Bournemouth, BH76NZ

Inspection dates

13–14 February 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
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 requires improvement. The progress made by some of the more able students is not rapid enough. This is particularly so in languages and the humanities.
- The quality of teaching is inconsistent and there is too much that is not good. This means that students do not make the progress that they should.
- Teachers do not always use the information from day-to-day assessments to ensure that work is set at the right level of difficulty.
- Teachers' marking does not always tell students what they need to do to get better.
- Sometimes students are not given enough opportunities to work independently in lessons. This means that they do not always develop their understanding and skills as much as they could.
- Students with special educational needs supported at school action do not make the same good progress as those with a statement or supported at school action plus.

The school has the following strengths:

- The headteacher and governors provide clear leadership and are improving the performance of the college. Teaching is improving strongly and results especially in science and mathematics are getting better.
- The headteacher is well supported by senior and middle leaders.
- Students feel safe and show consideration and respect for each other.
- The governors hold the headteacher to account well for the work of the college and challenge and support senior leaders effectively.

Information about this inspection

- Inspectors observed teaching in 35 lessons, of which five were joint observations with senior leaders. Inspectors observed other aspects of the school day including students’ behaviour at break and lunch times.
- Meetings were held with senior and middle leaders, the special educational needs coordinator, two governors, including the Chair of the Governing Body, and two parents.
- Discussions were held with students, gathering the views of over 25 students.
- Inspectors scrutinised a range of documents including the minutes of meetings of the governing body, the academy’s development plan and self-evaluation documents, the academy’s assessment data used to monitor students’ progress and records of teaching observations. The arrangements for safeguarding, including records were examined.
- Inspectors took account of 17 responses to the on-line parent questionnaire (Parent View). They also considered the views of 40 staff who completed the Ofsted inspection questionnaire.

Inspection team

David Bowles, Lead Inspector

Additional Inspector

Marcia Headon

Additional Inspector

David Lewis

Additional Inspector

Pat O’Shea

Additional Inspector

Full report

Information about this school

- The college is a smaller-than-average-sized sponsored academy for boys.
- It became an academy in June 2012. The academy is part of the Avonbourne International Business and Enterprise Trust and is a specialist sports college.
- Just over one third of students is eligible for the pupil premium, which is above the national average
- About one in five students are from ethnic minority backgrounds, the largest group of which is from Any Other White background.
- Just over one in ten students are supported by school action plus or with a statement of special educational needs which is above average. One quarter of students are supported through school action, which is also above average.
- Some students attend off-site courses at Bournemouth and Poole College and Paragon training.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The college does not have a policy of entering students early for GCSE..

What does the school need to do to improve further?

- Improve the quality of teaching so that it becomes typically good by:
 - planning activities that are more closely matched to each student's needs, based on robust classroom assessment
 - providing more detailed written comments in books designed to provide information both on what students have done well and what they need to do to improve
 - giving students more opportunities to work independently
 - giving more opportunities for students to assess their own work and that of their peers so that they are better able to evaluate their own progress.
- Raise achievement by:
 - increasing the rates of progress made by high ability students
 - accelerating the rate of progress which students make, especially in languages and humanities
 - ensuring that students supported at school action make the same progress as those supported at school action plus or who have a statement of special educational needs.

Inspection judgements

The achievement of pupils

requires improvement

- When students join the academy, many are working at levels below those expected nationally.
- Achievement is not good because not enough students make good progress given their starting points. Not enough progress is made by the higher ability students in both subjects.
- Progress in other subjects is too variable. Students achieve well in science as a result of carefully planned teaching that successfully meets the needs of all students. In languages and humanities, progress is slower.
- The college's tracking information indicates that the progress of students with disabilities and those who have special educational needs is uneven. Students who are supported with a statement of special educational needs and those who receive extra support from specialist agencies achieve well and meet challenging targets. Students supported at school action, who receive additional support from the college, make slower progress towards meeting their learning targets.
- Students supported by the pupil premium funding currently achieve less well than other students. However, the college's internal tracking information shows that the gap in attainment between students known to be eligible for free school meals and other students is closing.
- The most recent data indicate that the percentage of students on track to achieve five or more A* to C grades, including English and mathematics, is below the national average.
- The students read well and are fluent in their discussions.
- Whilst the proportion of students making expected progress is not yet high enough, the college's internal tracking data show that the proportion of students making expected progress is improving strongly, particularly in mathematics and science.

The quality of teaching

requires improvement

- The quality of teaching requires improvement. Whilst there is a growing proportion of better teaching, it is not yet typically good.
- Students do not always make sufficiently rapid progress. Where teaching is less effective, tasks are not always well matched to the abilities of individual students. They do not take into account sufficiently the students' different starting points. The teacher often spends too much time explaining and does not allow enough time for students to carry out their work independently.
- Sometimes the movement from one activity to the next is too slow and questioning by the teacher concentrates on checking the present levels of students' understanding rather than seeking to extend this further. In such lessons, some students struggle to maintain their concentration and find the work either too hard or too easy.
- Relationships between students and teachers are strong throughout the school. This ensures that students are confident to request help when it is needed.
- Teaching promotes the moral, social and cultural development of students effectively, although there is less evidence of it supporting their spiritual development.
- Teaching and support for students who have a statement of special educational needs or who are supported at school action plus are well matched to their needs and enable them to make good progress. However, teaching for students supported at school action is not always so effective and they do not always learn as effectively. Appropriate resources have been put in place for students who are eligible for pupil premium funding and school documentation shows that the gap is closing between them and other groups of students.
- Teaching in the core subjects is consistently improving, particularly in science and mathematics.
- Marking is variable. Some is very detailed and serves very effectively to tell the students what they have done well and how to improve. However, some marking is very brief and does not always provide sufficient information to take the students' learning forward. Students are not

always given enough guidance on how to improve their grades and there are insufficient opportunities for students to self-assess their own work or to work with their peers to consider how they have done.

The behaviour and safety of pupils are good

- The behaviour of students is good. In most lessons, students display positive attitudes to learning. On occasion, particularly when teaching is less stimulating, students' attitudes to learning are less positive and sometimes students lose interest and concentration. Outside of lessons, such as at break or lunchtime, the overall behaviour of the students is good.
- Students participate enthusiastically in the school's Olympic rewards scheme that promotes positive attitudes towards learning and develops desirable attributes such as friendship, respect and determination.
- The attitudes of the students toward the staff are overwhelmingly positive. There are very good relationships across the college. This contributes to producing a very caring and inclusive ethos and encourages students to get better at their learning. Students find staff very approachable and are very willing to seek help when they need it.
- Students enjoy coming to school and are generally punctual to school and lessons.
- The number of fixed term exclusions is falling. The college is working hard to reduce these through a series of measures including internal exclusions, tutor support and student mentoring. The college's latest records show that the incidents of inappropriate behaviour displayed by students are significantly reducing.
- Students show respect for, and courtesy towards, each other. Inappropriate behaviour is dealt with quickly and effectively by the teachers and other staff. Students reported that they feel safe. Students are very aware of different types of bullying, such as cyber bullying and homophobic bullying. They say it happens only rarely and if it does it is dealt with appropriately by adults.
- Students are kept very well informed about how to stay safe. Regular updates on how to cope with the possible dangers associated with the latest technology, particularly the use of the internet and with the dangers associated with extremism, are understood by the boys.
- A clear majority of staff are very positive about the work of the school. Responses from the staff survey indicate that, overall, they believe that the college manages student behaviour well.
- Attendance is tightly monitored and is on an improving trend. The college is working hard, and with some success, in improving the attendance of those students who have not attended regularly in the past.

The leadership and management are good

- Senior leaders monitor and evaluate the work of the academy closely and consequently have an accurate picture of its strengths and weaknesses. They have a clear, comprehensive and entirely appropriate improvement plan, which is already having an impact on improving student outcomes.
- The actions taken to date have secured improvement. This is particularly so with regard to improving the quality of teaching. Internal records show that the college is improving strongly over time. The proportion of good or better teaching has increased since the start of this academic year. This has resulted in the rate of student progress accelerating, especially in mathematics and science.
- The executive headteacher has a clear vision for the college and shows a deep commitment to securing this vision for the future. This vision is shared by the staff who are committed to it. Discussions with a number of staff revealed that they feel empowered in their day-to-day work as a result of knowing exactly what the college is trying to achieve.
- Performance management arrangements are effective and firmly in place. They provide accurate

information on the strengths and weaknesses of the academy, but also help staff get better at what they do. Close links exist between performance management and professional development opportunities. This means that when line managers assess their colleagues' teaching, improvement strategies and the necessary training are put in place.

- Students study a range of subjects. The curriculum is essentially academic in nature. However, there are good opportunities for students to follow vocational courses from Year 10 onwards. The curriculum is regularly reviewed to make sure it continues to meet the needs of all students.
- There is a very large number of before- and after-college clubs offering a range of sporting and recreational opportunities. These are very popular with students and are well attended and help to support students' learning effectively.
- The students are well prepared for life in modern democratic Britain. They receive information and guidance from a range of sources including tutorials, assemblies and outside speakers and agencies. Very few students fail to secure a place in education, training or employment at the end of Year 11.
- The college has a number of partnerships with other providers that are well established and effective. This includes a further education college that provides vocational courses and the neighbouring school in the academy trust is providing opportunities for the students to enter a sixth form. The alternative provision meets the needs of students well; they achieve at least as well in these courses as in those taken at school, and, in some cases, better. The school also has strong links with businesses and the local football club.
- The academy trust provides effective support for the school. The neighbouring academy trust school gives practical support for the college through providing additional staff in specialist areas and there is some sharing of facilities which allows the curriculum to offer more choice.
- The students' understanding of spiritual, moral, cultural and social issues is developed effectively across the college. Boys understand right from wrong very clearly, the school has international school status and links with countries abroad are strong. The boys raise money for a number of charities and are aware of the needs of those less fortunate than themselves.
- The college works hard to provide equal opportunities for all the students. Support is given to students who speak an additional language by providing specialist teachers and a satellite school which concentrates on developing language and literacy skills.
- **The governance of the school:**
 - The governing body has a clear strategic vision for the college. It is successful in holding the headteacher to account and supports and challenges the college well. Governors are kept regularly informed about the work of the college through detailed reports. The governing body shows a good understanding of the purpose of the additional pupil premium funding. It has a detailed knowledge of how the money is spent and is becoming more aware of its impact in terms of closing the gap in attainment between disadvantaged and non-disadvantaged students. All statutory duties are fulfilled and efficient use is made of financial and other resources. There are effective systems in place to check that safeguarding arrangements fully meet statutory requirements. Performance management processes are used to set appropriate targets for the headteacher. Governors are aware of the link between the quality of teaching and how staff are financially rewarded. They are engaging in learning walks to assess the quality of teaching and understand how performance management works. The governing body takes its own development seriously. Governors have attended training on key issues such as understanding financial data and information.

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	138171
Local authority	Bournemouth]
Inspection number	496769

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	743
Appropriate authority	The governing body
Chair	Janet King
Headteacher	Debbie Godfrey Phaure
Date of previous school inspection	Not previously inspected
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