

# Bourne Academy

Edinburgh Crescent, Bourne, PE10 9DT

## Inspection dates

15–16 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students achieve well during their time at school and attain at least average standards in most subjects at GCSE.
- Standards in English, art and design and technology are well above national average.
- There are effective procedures for tracking students' progress and providing additional support where it is needed.
- Most teaching is good with some examples of outstanding practice.
- The sixth form is good. The large majority of students make good progress and move on to training or higher education.
- Students' behaviour is good and they feel very safe in the school.
- The school organises a range of outside visits and additional activities which greatly increases students' enjoyment and experience of school.
- The school is well led and managed. The headteacher and senior leaders are driving improvements in the attendance, behaviour and achievement of the students and in the quality of teaching.
- Governors are effective in holding the school to account for students' achievement and the quality of teaching.

### It is not yet an outstanding school because

- Teachers are not setting challenging enough progress targets for the students.
- Some teachers are not giving students enough opportunities to take responsibility for their own learning.
- Not all teachers are using questioning effectively in lessons to engage and challenge students.
- Performance targets for individual teachers are not addressing specific areas of improvement.

## Information about this inspection

- Inspectors observed 39 lessons, four of which were seen together with senior leaders.
- Discussions were held with the headteacher, the Chair of the Governing Body, an additional governor, other senior leaders, staff and groups of students.
- Inspectors took account of the 41 responses to the Parent View online questionnaire, the 273 responses from the school parent questionnaire (November 2012) and the 60 responses from the staff questionnaire distributed for the inspection.
- Inspectors reviewed a wide range of documentation, including the school's analysis of its own strengths and weaknesses, the school development plan, the system to track students' achievement, and records relating to behaviour and attendance. They also looked at records of lesson observations by senior staff, information about teachers' performance, safeguarding documentation and a sample of students' work.

## Inspection team

Stephen Walker, Lead inspector	Additional Inspector
Ruth Symington	Additional Inspector
Simon Hughes	Additional Inspector
Margaret Eldridge Mrotzek	Additional Inspector
Kathleen Yates	Additional Inspector

## Full report

### Information about this school

- Bourne Academy converted to become an academy school in September 2011 and is run by the Trustees of Bourne RM Academy Limited. When its predecessor school, The Robert Manning Technology College, was last inspected by Ofsted in 2008, it was judged to be good overall.
- The school is larger than the average secondary school and serves the small market town of Bourne and the surrounding area.
- It operates within Lincolnshire's selective system of education and most higher-attaining students attend the local grammar school.
- There have been recent extensions to the school buildings and regular refurbishment of the existing facilities.
- The large majority of students are from White British backgrounds.
- A below-average proportion of students are known to be eligible for the pupil premium, which provides additional funding for students in local authority care, students from service families and students known to be eligible for free school meals.
- The proportion of disabled students and those who have special educational needs supported through school action is broadly average, as is the proportion of students supported at school action plus or with a statement of special educational needs.
- The school does not make use of any alternative provision for its students to be educated off site.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- There has been a change in the age profile of the staff over the last two years due to the retirement of a number of long-serving teachers. The school has subsequently restructured the senior leadership team and appointed a significant number of newly qualified teachers.
- The school has received Investors in People and Artsmark awards.

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

- Improve the quality of teaching so that it is outstanding and never less than consistently good across the school so that students achieve even better by:
  - making sure that teachers set challenging targets for more of the students to exceed expected progress
  - giving students frequent opportunities to work more independently and take more responsibility for their own learning
  - training teachers to use questioning more effectively to engage students, check their understanding and challenge them in their learning
  - making sure that teachers' performance targets are more sharply focused on students achieving the highest standards of which they are capable, and address specific areas for improvement in teaching.

## Inspection judgements

### The achievement of pupils

is good

- Students achieve well during their time at school. The percentage of students gaining five A\* to C grades including English and mathematics is broadly in line with the national average which represents good progress from their generally below-average starting points. Data tracking performance of the present Year 11 students shows a consistent trend of improvement in standards and achievement so that most subjects are on track to gain at least average standards at GCSE.
- Students make a good start in Key Stage 3, where there is a strong emphasis on developing the key skills in a range of subjects. Student progress records indicate that the majority of students are making good progress. The school effectively uses additional reading sessions, for students targeted for the Year 7 catch-up programme, to improve their reading ages.
- Good teaching is leading to well-above average standards in English, where over 80% of students gained A\* to C grades at GCSE in 2012. Teachers have been particularly effective in improving the writing skills of both boys and girls by providing clear guidance on how to structure work particularly when the students are required to answer questions in detail. Students are also achieving exceptionally well in art and design and technology where standards are well-above average.
- The school has addressed the previous underachievement in mathematics. A more consistent approach to teaching across the classes and a greater emphasis on helping identified students who need additional help with key numeracy skills is supporting significant improvements this year. The school's policy to enter all Year 11 students early in GCSE mathematics this year is already effective in ensuring that 68% of students have already gained A\*- C grades. Students are being encouraged to exceed their achieved grades in the summer examinations.
- There has been a similar trend of improvement in the sixth form over the last two years. Students are, currently, achieving well in most AS and A level subjects, as well as in work-related courses. The school has identified that the rate of progress is more rapid in Year 12 so support programmes are in place to accelerate the progress of students in Year 13. The school is active in advising students to select the most appropriate courses in the sixth form so that there is a high completion rate in most subjects. The large majority of students move on to training and higher education.
- The school aims to make sure that all students make expected progress from their starting points. However, targets for students are not always sufficiently challenging to see that more of them are aiming to make better-than-expected progress and achieve their full potential.
- Most disabled students and those who have special educational needs make good progress and achieve well. This is because highly effective work from other adults helps them take a full part in lessons with the other students, as well as providing additional support in small groups.
- The school is using additional funding to narrow the identified gap between the attainment in English and mathematics of students eligible for the pupil premium and other students in the school. Money is allocated for additional staff mentors to support better attendance and help them become more engaged in their learning. School records for Year 11 students since it opened show the gap between their attainment and that of the other students is narrowing and the majority of these students are on track to gain at least a third of a grade higher in GCSE English and mathematics than last year.

**The quality of teaching is good**

- Teaching in most classes is good, with examples of some outstanding teaching. As a result, most students make good progress in all years. Students want to do well and they normally display enthusiasm and sustain high levels of concentration. The vast majority of parents and carers feel that their children are taught well and students agree.
- Students learn well because the activities chosen by teachers are normally well matched to students' different abilities. Teachers are conscientious in their planning of lessons to make sure that the tasks are achievable but sufficiently challenging for each student. Teaching assistants are used well to support students who require additional help with their work.
- There are good examples of marking across the school which commends good work and also shows students how to remedy any weaknesses. Many teachers are encouraging students to assess each other's work, which helps them to improve it and gain a greater appreciation of the marking schemes in examinations.
- Displays in many classrooms provide a stimulating environment for learning and celebrate students' work. A number of teachers are displaying examples of model answers for the higher grades which are helping students understand what is required in the examinations.
- Some teachers are very skilled at asking questions to engage the students and check understanding. However, some do not check frequently enough that students understand the work or are making progress. Too many teachers miss opportunities to ask probing questions to challenge the students and extend their thinking.
- A number of teachers are very effective in using a range of teaching styles so that teacher talk is balanced with opportunities to work independently and in small groups. However, not enough teachers encourage students to take greater responsibility for their own learning. In some lessons, students sit listening for too long without being actively involved or encouraged to think about the topic.
- Outstanding teaching is seen when teachers challenge students with high-quality questioning and tasks as well as encouraging them to take greater responsibility for their own learning. For example, in the sixth form during a Year 13 revision lesson in religious studies, the teacher expertly enabled students to apply previous learning to a critical analysis of ethical issues. Rapid learning took place as all students were fully engaged in the discussion and gained an excellent appreciation of how to make a balanced argument.

**The behaviour and safety of pupils are good**

- Students' behaviour is good in lessons and around the school, and contributes to a calm and orderly environment. Students respond well to the 'Four Point Behaviour Plan' so that they consistently meet the school's clear expectations of behaviour. Any incidents of misbehaviour or disengagement from school are addressed quickly and sensitively.
- Parents, carers and senior students confirm that there has been an improvement in behaviour since the school opened. Students are developing their skills in managing their own behaviour and can be trusted to move around the school and socialise at break and lunchtime with a moderate level of supervision.

- Good relationships among teachers and students provide a purposeful atmosphere for learning in most lessons. Students respond well to teachers' high expectations for behaviour and appreciate the use of house points for good work and general contribution to the school. Staff are particularly effective in developing students' confidence and self-esteem.
- Most students are considerate, polite and courteous to staff and each other and this has a very positive effect on learning. The tutor groups of mixed ages help younger students fit into the school quickly and feel welcomed by the other students. Sixth formers act as good role models and have opportunities to support in the house and tutor groups as well as acting as prefects.
- Students are very aware of the different forms of possible bullying such as cyber-bullying and prejudice-based bullying related to sex, gender, race and disability. Although bullying of any kind is extremely rare, students, parents and carers say any unkind behaviour, such as name calling, is dealt with quickly and effectively. Students respond well to the 'Just Say No' approach which has been adopted by the school.
- The school makes every effort to make sure students are safe and secure. Students display a good understanding of the issues relating to safety. They talk confidently about how they would keep themselves safe in a variety of situations such as using the social networking sites and talking to strangers. They confirmed that the school provides them with helpful information on sex education and the dangers of smoking, alcohol and drugs.
- Leaders have introduced effective strategies to improve attendance and reduce persistent absences. Attendance is now broadly average and most students enjoy coming to the school. All students adhere to the smart uniform regulations and the vast majority are very proud of their school.

### **The leadership and management** are good

- The effective leadership of the headteacher is instrumental in the improvements in the behaviour, attendance and achievement of the students. He is well supported by the deputy headteacher and members of the senior leadership team, who are overseeing further developments in the school.
- The school has an accurate understanding of its strengths and areas for improvement. The annual reviews of departments provide leaders with a regular update of the performance of staff and students across the subjects. The school development plan indicates priorities and targets that are focused on improvement in the quality of teaching and students' achievement.
- Senior leaders have introduced rigorous systems for improving teaching, and this is proving successful in promoting the, currently, better progress of the students. The headteacher has addressed incidences of inadequate teaching and made staffing changes as appropriate. The school is active in ensuring that the systems to track the progress of students identify all students who need extra help and make sure that appropriate extra support is provided for them.
- There are regular lesson observations by senior staff which provide clear feedback to teachers on strengths and areas for improvement. Joint observations, during the inspection, with the headteacher and deputy headteacher indicate that their judgements on the quality of teaching are accurate and focus on improving students' learning and achievement.
- The system of setting performance targets for teachers is effective in making sure that teachers are held to account for the students' achievement. However, teachers' performance targets are

not fully focused on the proportion of students expected to achieve even higher standards, so that their currently good achievement rises to outstanding quality. Similarly, teachers' targets are not sharply enough focused on identified areas for improvement in teaching.

- The Investors in People Award reflects the emphasis the school places on developing the skills of both teaching and support staff. Professional development is effective in making staff reflect on and improve their practice. All teachers attend the 'Raising Achievement Transforming Learning' training sessions on a fortnightly basis. There is a comprehensive programme to support the newly qualified teachers.
- The school provides an appropriate curriculum, which is relevant to students' interests and learning needs. There are a range of academic and work-related courses at Key Stage 4 and 5 which encourage success for all students. A range of outside visits and a large number of additional activities greatly increase students' enjoyment and experience of school.
- The broad range of learning opportunities contributes well to students' achievements and to their spiritual, moral, social and cultural development. The school is active in encouraging good relations with the local community. There is a strong commitment to promoting equal opportunities and tackling discrimination.
- **The governance of the school:**
  - The governing body is fully involved in monitoring achievement and in holding the leaders and staff to account for the quality of education provided. They effectively support senior leaders in the annual reviews of subject areas. They have ensured that the school has taken strong and appropriate action to tackle inadequate teaching. They have also been active in supporting the transition to academy status and planning for the new buildings and ongoing refurbishment programme. Governors have an accurate view of teaching and students' progress. Their decisions on staff pay rises have been based appropriately on the impact of teaching on students' achievement or rewarding teachers for taking on extra responsibilities. Robust procedures for safeguarding meet statutory requirements and underpin the school's caring approach. Governors are active in overseeing the use of the pupil premium and making sure that it is effectively spent to support eligible students.

## 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

<b>Unique reference number</b>	137572
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	413437

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1236
<b>Of which, number on roll in sixth form</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Moore
<b>Headteacher</b>	Laurence Reilly
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01778 422365
<b>Fax number</b>	01778 422365
<b>Email address</b>	office@bourneacademy.org

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