

# Budmouth College

Chickerell Road, Weymouth, Dorset, DT4 9SY

**Inspection dates** 19–20 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- GCSE results for students in this college are typically well above average. As a result of the improved quality of teaching since the last inspection, all groups of students make rapid progress and their achievement is excellent.
- Although attainment and progress levels in mathematics fell in 2012 because of unforeseeable turbulence in staffing, high standards of teaching and learning in this subject have now been restored.
- Achievement in English is above average and students develop strong literacy skills. Attainment and progress in science is a particular strength of the school.
- Teaching is outstanding. Lessons are carefully planned and orchestrated to enable all students to make rapid progress within an exceptionally calm and purposeful environment.
- Behaviour is impeccable and attitudes to learning are extremely mature.
- The headteacher shares his vision of excellence for the college through his dedicated and ambitious leadership. He inspires outstanding leadership at both senior and middle levels.
- The range of courses on offer and the extra-curricular provision is extensive and inspirational.
- The sixth form is outstanding. Teaching is often exceptionally challenging and effective.
- Governors know the college well and provide effective support and challenge, thus making an outstanding contribution to college leadership.

## Information about this inspection

- The inspection team observed parts of 52 lessons, some with members of the senior leadership team.
- They observed behaviour in lessons and around the college during breaks.
- Inspectors held meetings with the headteacher, senior and middle leaders, including curriculum team and progress leaders, with other staff, governors and six groups of students.
- The lead inspector also talked to the school evaluation partner.
- Inspectors looked at a wide range of college documents, including safeguarding records, policies, self-evaluation and plans, information about students' progress, monitoring records and the minutes of meetings of the governing body.
- Inspectors took into account the views of 56 parents and carers who responded to the online Parent View survey and additional views from two parents. They also considered the more detailed information from recent surveys of parents and carers, students and staff carried out by the college.

## Inspection team

Jacqueline Goodall, Lead Inspector	Additional Inspector
Anne Barrett	Additional Inspector
Paul Jacobs	Additional Inspector
Gary Kirkley	Additional Inspector
Mark Warren	Additional Inspector

## Full report

### Information about this school

- Budmouth College is larger than the average-sized secondary school.
- Most students are of White British heritage and almost all speak English as their first language.
- The proportion of disabled students and those who have special educational needs supported through school action is below the national average, although the proportion supported through school action plus or with a statement of special educational needs is similar to the average.
- The proportion of students for whom the college receives the pupil premium (additional funding from the government for looked-after children, students known to be eligible for free school meals and children of service families) is below average.
- There is a small base to support students with Asperger syndrome. The college provides training and support for other local schools to help them meet the needs of their own students.
- The headteacher provides leadership development programmes to schools in the area partnership.
- A few students attend a local further education college to study vocational courses, while a very small number attend a local pupil referral unit on a temporary basis.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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

- Ensure that every student has the skills to respond to teacher feedback productively by extending and embedding the existing outstanding practice in the college.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Students in this college typically attain highly at GCSE level and in post-16 qualifications. Attainment is particularly high in science and in English, with most students making good or outstanding progress in other areas of the curriculum.
- Unforeseeable staffing turbulence in 2012 caused a drop in attainment and progress levels in mathematics. Improvements in leadership and teaching of this department have now restored very high standards in teaching, and attainment rose in 2013. Students not attaining target grades in 2012 were encouraged to retake their mathematics GCSE in Year 12 and consequently there was a 100% success rate.
- Levels of attainment and rates of progress increase rapidly as students move from Year 7 through to post-16 education, reflecting the very effective development of learning skills and attitudes to learning within the college. Achievement of sixth-form students has improved considerably since the last inspection, with a high success rate in 2013.
- Budmouth College is very inclusive. Disabled students and those with special educational needs make similar progress to their peers. Those attached to the Asperger syndrome resource base make outstanding progress in learning and social development. Their progress is secured through the exceptionally calm and mature learning environment and precise identification of needs and support necessary.
- The college has been very successful in closing the gaps in attainment between those known to be eligible for the pupil premium and other students. In 2012, this gap was just under one GCSE grade but narrowed in 2013. Government funding for this and for Year 7 catch-up is being used well to support students' learning.
- Students attain high levels of literacy skills, which are promoted and taught very well throughout the curriculum but especially in English lessons. Outstanding teaching to promote powerful descriptive writing and help students to understand and use symbolism, for example, secures impressive learning in this subject.
- Students who attend the local further education college make very good progress. They are motivated and provision is well matched.
- The local pupil referral unit has been successful in providing good-quality education to help students to return to full-time college education as soon as they can, where possible.
- Early entry in some subjects, facilitated by a three-year Key Stage 4, has allowed many students to tackle more challenging courses in Year 11 and has not adversely affected levels of attainment in key subjects.

### The quality of teaching

### is outstanding

- There has been a significant improvement in the quality of teaching since the last inspection. The college has systematically and consistently raised the expectations and the performance of teachers; the Teaching for Effective Learning provision is particularly effective.
- Teachers are skilled in orchestrating lessons using prior achievement information to enable all students to make at least good and very often outstanding progress. Relationships between staff and students are notably respectful and positive.
- To ensure that all students can learn, teachers use their strong subject knowledge to ensure that activities stimulate interest, using real-life examples where appropriate, while maintaining a calm, purposeful atmosphere. Science lessons in particular offer challenging and engaging experiences.
- Assessment is typically very effective. Questioning provokes thought and development of ideas. Feedback both orally and written is focused on how to improve and students respond to this

feedback in an increasingly positive way. The college should now extend and embed the outstanding practice of effective student response seen in many departments, such as English, across the whole school.

- Excellent use is made of technology and the college actively promotes online safety and skills in using the internet.
- The needs of different groups of students are skilfully met by both teachers and class support assistants. For example, some girls are now taught mathematics in separate classes so that teachers can better focus the lesson on their interests and styles of learning. Students with special educational needs are taught very well so that they make similar progress to other students.
- Teachers model aspirational attitudes to learning, perseverance and high expectations which impact significantly on students' personal, social, cultural and spiritual development.

### **The behaviour and safety of pupils** are outstanding

- Students behave impeccably at Budmouth College. They are immensely proud of their school and are respectful and caring members of their community.
- Within lessons, students respond very maturely and are keen to understand how to further improve their work. This exemplary attitude extends to those students working off-site and in alternative organisations.
- They are given many opportunities both within and outside of the curriculum to work independently and to solve problems. The Centre of Excellence for Industrial Liaison (CEIL) is particularly effective in providing work-related opportunities to older students to inspire and motivate them, especially the most able. Special sessions to encourage students to apply to the most prestigious universities are well attended and have a positive impact.
- To ensure that all students have the greatest chance of success, the college offers a wealth of support and intervention services. Thus, students with disabilities or special educational needs are supported consistently and effectively, with those attached to the Asperger Syndrome Resource Base having superb provision to help them cope with life at college.
- Students particularly value the services provided at the Zone, where they can talk to adults from different agencies about any concerns.
- Levels of attendance are similar to the national average and have improved in the last two years. Exclusions are rare and no students have been permanently excluded in recent years.
- Students report that they feel very safe in the college. Bullying instances are rare but are taken very seriously by staff. The concerted effort of the college to promote e-safety has increased student awareness and reduced incidents of cyber-bullying. In regards to discriminatory behaviour and language, students have produced a 'user-friendly guide' for staff to use.
- There are strong partnerships with parents and evidence reflects the high regard parents have for the college, its leaders, staff and provision.

### **The leadership and management** are outstanding

- Leadership systems at this college are outstanding at all levels and are securely founded on the high expectations and uncompromising vision of the principal. Leaders throughout the school articulate great respect for each other and all model excellence for both staff and students.
- Middle leadership is consistently effective. Using skills developed within the school, they lead teaching, learning and support teams effectively, insisting on only the best possible practice and outcomes for students.
- Monitoring and evaluation systems are well developed and used regularly so that school leaders have very accurate views of the college's strengths and areas for development. The capacity to

further improve the college is very strong because of the undeviating quality of leadership at all levels.

- Leaders are rigorous and accurate in their tracking and analysis of students' progress. They have overcome the turbulence in staffing in 2012 so that teaching and learning in mathematics are now of a high quality. There are secure indicators that GCSE results in 2014 will show further rises in attainment and progress levels.
- The college has excellent systems in place linking teachers' performance with training and support, and all staff are held to account for their contribution to students' learning.
- The curriculum offers outstanding opportunities through the wide range of curriculum options and extra-curricular activity programme enhanced by highly effective partnerships with businesses and organisations.
- Students are given many exciting and inspirational experiences within lessons. Excellence is promoted, with exceptional provision observed in art, mathematics and English.
- The ethos of the college is based on achievement and success for all within a caring community. Policies and practices are firmly focused on equal opportunities and those students who are disadvantaged in any way are supported well to achieve all that they can. Students are inspired by the many thought-provoking displays, including the striking electronic wall messages.
- Students' spiritual, moral, social and cultural development permeates their whole college experience, enriching the curriculum and preparing students well for their future lives. In philosophy and ethics lessons, teacher and students share an intellectual journey as they delve into high-level exploration of ideas such as absolutism. Effective questioning in citizenship lessons extends students' understanding of the complexities of making moral decisions in regards to human rights.
- The needs of students with Asperger syndrome are particularly well met both through the resource base and throughout the college.
- The local authority provides light-touch support for this outstanding college, most significantly through the provision of the school evaluation partner. She has provided knowledgeable insight in her partnership with the college.
- The college also benefits from the collaborative work within the local area schools' partnership, making its own distinct contribution in terms of leadership development.

#### ■ **The governance of the school:**

- Governors are able to contribute fully to the vision, strategic planning and monitoring and evaluation processes within this college. This is facilitated by the clear and timely information provided by senior leaders to help governors carry out their roles. This was particularly valuable when some GCSE results were disappointing in 2012 and governors challenged and continue to hold school leaders to account.
- Training is increasingly given a high priority and this enables governors to both fulfil their statutory duties and participate effectively in whole-college improvement. In particular, governors have been resolute in ensuring that the pupil premium and Year 7 catch-up funding is used efficiently to maximise student progress. Their awareness of how teacher performance is monitored, evaluated and rewarded is well developed, which will enable them to engage with the new teacher performance systems coming into force this year. As governors increase their contribution to strategic planning and monitoring, they are now aware of the need for documentation to clearly reflect their input.

## 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>	113902
<b>Local authority</b>	Dorset
<b>Inspection number</b>	426859

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

<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<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>	1,766
<b>Of which, number on roll in sixth form</b>	473
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rose Bruce
<b>Headteacher</b>	David Akers
<b>Date of previous school inspection</b>	21–22 October 2010
<b>Telephone number</b>	01305 830 500
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