

# Bourne Primary School

Melbourne Road, Eastbourne, East Sussex, BN22 8BD

**Inspection dates** 12–13 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The teaching of reading, writing and mathematics is not yet consistently good across all year groups.
- Teaching in the foundation subjects is not as strong as it is in English and mathematics.
- A few teachers lack confidence in some areas of the curriculum.
- Teachers do not always ensure that learning is challenging for pupils of different abilities, particularly the more able, or that it focuses sufficiently on the skills and knowledge pupils need to acquire in order to make good progress.
- The setting of homework is inconsistent and does not always support pupils' learning.
- In 2014, the attainment of pupils in Year 6 was too low and their progress was too slow.
- The achievement of pupils currently in the school is improving rapidly. However, this is not yet consistently good across year groups or subjects.
- Boys' achievement in reading and writing is not good enough.
- The progress made by pupils who speak English as an additional language, although improving, is not consistent across all year groups.
- A small, but diminishing, number of children find it difficult to attend school regularly or to behave well at all times. Leaders recognise that more needs to be done to support some parents to help improve their children's learning, attendance and behaviour.

### The school has the following strengths

- The headteacher has transformed the school, well supported by dedicated leaders and all staff.
- All areas of the school's work have improved since the previous inspection. Leaders have good capacity to improve the school further.
- The leadership of teaching is strong and any underperformance is tackled promptly.
- Information about pupils' achievement is used forensically to track progress and plan effective support for those children who need it.
- The interim executive board is well led. It monitors teaching closely and focuses on raising achievement for different groups of pupils.
- Children in the Nursery and Reception are taught well and most make good progress.
- Overall, the rate of progress made by pupils in Years 1 to 6 is improving. Some make good progress.
- Standards are rising and gaps in attainment between different groups of pupils are closing. In some year groups, pupils from disadvantaged backgrounds achieve just as well as their peers.
- Behaviour is good. Pupils are proud of their school, look smart in their uniform and conduct themselves well in lessons and when moving around the school. They feel safe and are kept safe.
- Overall, current attendance is now close to the national average. Attendance in some year groups is high.

## Information about this inspection

- Inspectors met with leaders, teaching and support staff, the Chair of the Interim Executive Board and a representative from the local authority.
- Inspectors observed parts of 19 lessons. They observed learning in English, mathematics, religious education, geography, history, music, and art. Most observations were conducted jointly with school leaders in order to discuss their evaluations of the quality of teaching.
- Inspectors looked at pupils' work in lessons and scrutinised books from Years 2 and 6 with infant and junior phase leaders. They also observed a meeting with class teachers where the progress of pupils in Year 3 was discussed and additional support was commissioned.
- Inspectors talked to pupils in lessons, met with pupils from Years 1 and 5 and looked at the results of a recent school survey of the views of over 300 pupils. They observed children's behaviour in lessons and when playing at break and lunchtimes. Inspectors also observed two school assemblies.
- There were too few responses to Ofsted's online questionnaire (Parent View) to inform inspection planning. Nevertheless, inspectors talked to parents at a parents' evening, in a separate meeting and looked at the responses of 130 parents to a recent school survey.
- Inspectors reviewed a wide range of information about the work of the school. This included the school's own self-evaluation, its improvement plan and information about the performance management of staff. They also looked at information about teaching, pupils' achievement, behaviour and attendance. In addition, they looked at 40 responses to a recent staff questionnaire.

## Inspection team

Christopher Wood, Lead inspector

Her Majesty's Inspector

Vanessa Tomlinson

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- Bourne Primary is much larger than the average primary school.
- The proportion of boys at the school is higher than average, although this varies across year groups.
- The proportion of pupils from minority ethnic backgrounds is double the national average. Around two fifths of pupils come from White British backgrounds and around a third are from other White backgrounds.
- The proportion of pupils who speak English as an additional language is much higher than average. Currently, there are around 40 different languages spoken in the school. Other than English, the main languages spoken are Portuguese and Polish. Pupils often join the school in the early stages of learning English.
- The proportion of pupils who are disadvantaged and are eligible for support though the pupil premium is around 10% higher than the national average. The pupil premium is additional funding allocated to the school for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs or are disabled is around double the national average. The main needs are behaviour, emotional and social difficulties, moderate learning difficulties, and speech, language and communication needs.
- The headteacher joined the school in September 2013. An interim executive board was constituted following the previous inspection.
- The school does not meet the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve teaching so that it is consistently good or better across year groups and subject areas, ensuring that teachers:
  - strengthen their subject knowledge across all areas of the curriculum
  - plan activities that always provide pupils with suitably challenging work, especially for the most able
  - plan activities that are always closely linked to the knowledge and skills that pupils need to acquire in order to make good progress
  - set homework regularly that contributes well to pupils' learning and progress.
- Through improved teaching, ensure that all pupils make good or better progress in English and mathematics, with a particular focus on the achievement of boys in reading and writing, and the achievement of those pupils who are new to learning English.
- Continue to develop and monitor strategies for working with parents so that they are able to play a fuller role in helping to improve their children's learning, attendance and behaviour.

## Inspection judgements

### The leadership and management are good

- All aspects of the school's work have improved since the previous full inspection and there is good capacity to improve further. Leaders have an accurate view of the school's strengths and weaknesses.
- The headteacher is inspirational and respected by staff, pupils and parents. He has transformed the school, well supported by dedicated leaders, teachers and support staff. Staff share a determination to improve outcomes for pupils and are proud to work at the school. Together, they have ensured that the school is a harmonious community where pupils behave respectfully and enjoy learning.
- The leadership of teaching is particularly strong and any underperformance is tackled promptly. A well-devised programme of monitoring, coaching and staff training has ensured that teaching has improved.
- All staff, including support staff, benefit from rigorous performance management. Their objectives are linked to raising pupils' achievement, with whole-school responsibility targets for more experienced staff.
- Information about pupils' achievement is used forensically to track pupils' progress, to identify when pupils are falling behind and to put in place additional support that helps them catch up. Formal meetings with class teachers are used to discuss pupils' progress, to set ambitious targets and to 'commission' the best types of support for individual children and groups, including those pupils who have special educational needs or require specific language support.
- Recent restructuring of the roles and responsibilities of middle leaders and support staff has increased leadership capacity at all levels and has given all staff a coherent sense of purpose and professionalism, and greater accountability.
- The good curriculum has contributed well to raising achievement, promoting equality of opportunity and tackling discrimination. The range of subjects that pupils study is broad and balanced. It actively promotes important British values and celebrates difference. In the infants, amongst other things, pupils learn about money management, healthy living, different communities and the environment. In the juniors, pupils learn about cultural diversity, sex and relationships, and careers. Pupils are knowledgeable about different religions, faiths and cultures. They told inspectors that they had really enjoyed meeting with Hindu visitors to learn about their culture, hear their music and taste their food. Overall, the curriculum makes a positive contribution to pupils' good spiritual, moral, social and cultural development.
- Additional funding for pupils from disadvantaged backgrounds has been used well to provide one-to-one and small group support for pupils in reading, writing and mathematics. It has also funded opportunities for pupils to gain valuable understanding of the world of work. For example, pupils benefited from meeting with local employers at a recent careers day, from visiting a local hotel to gain experience of hospitality and catering, and from participating in projects where they present business plans and run small enterprises. These activities have had a positive impact on attitudes to learning and attendance.
- The sport premium funding has been used successfully to extend the range of clubs and activities on offer. Participation in sport, including competitive sport, has increased. Pupils at the school have achieved some notable successes. For example, the gymnastic team won the all Sussex County competition and the girls' football team finished second in their league. Money has also been used well to increase the subject knowledge and expertise of class teachers. Staff have audited their skills, identified gaps in knowledge, and received support from expert coaches.
- All aspects of safeguarding meet statutory requirements. Leaders take this responsibility seriously.
- The local authority has worked in close partnership with the school to provide effective and proportionate support. In particular, this has helped to improve leadership capacity and the quality of teaching.
- **The governance of the school:**
  - The interim executive board is well led. It has a clear and detailed understanding of the school's strengths and weaknesses. They check data on pupils' performance thoroughly.
  - Members of the board monitor the quality of teaching closely and focus on the impact it has on raising achievement for different groups of pupils. They ensure that the school's arrangements for keeping pupils safe are reviewed regularly and meet statutory requirements.
  - Board members also monitor the impact of additional funding, such as the pupil premium and the sport premium, to check that it has the maximum impact on improving outcomes. They also ensure that staff are only awarded additional pay where there is evidence of a positive impact on outcomes for pupils. Other aspects of financial management are robust.
  - Over the next six months the board will work closely with school leaders and the local authority to facilitate a smooth transition to a full governing body.

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

- The behaviour of pupils is good. Pupils are proud of their school, look smart in their uniform and conduct themselves well in lessons and when moving around the school.
- Pupils are friendly and demonstrate their good manners in the courteous way they speak to adults and each other, and through their actions such as holding doors open for visitors and sharing play equipment at break and lunchtimes.
- In lessons most pupils are enthusiastic. They follow instructions, begin their work quickly and concentrate when completing activities. They work well on their own and in groups. They enjoy taking on responsibility as school councillors or captains, and most participate in the increased range of clubs and activities on offer. Inspectors were pleased to see such a good turnout for choir practice during the inspection. Pupils' consistent good behaviour has a positive impact on their learning and progress.
- Behaviour at break and lunchtimes has improved greatly. Parents support this view. Sessions are now well supervised and pupils enjoy better access to a range of play equipment. Inspectors were pleased to see pupils mixing well with each other and enjoyed talking to pupils at play time. One inspector was particularly impressed by the polite way he was asked to move aside from the goal he was obstructing.
- Good behaviour and attendance are celebrated in assemblies. There are citizenship awards for those pupils who demonstrate the values that are at the heart of the school community. Pupils told inspectors that these important values include respect, being kind, working together and valuing different people.
- Overall, attendance has improved and is now close to the average. Current attendance in some year groups is high, but it remains below average in others.
- A small, but diminishing, number of pupils find it difficult to attend school regularly or to behave well all of the time. Leaders recognise that more can be done, working alongside families, to help these pupils improve their attendance and behaviour. For example, leaders have already begun to review support for children new to the school to help them settle into its routines and expectations more quickly.

**Safety**

- The school's work to keep pupils safe and secure is good. This view was supported by 91% of the parents who had responded to a recent school survey.
- Pupils stated that they feel safe at school. They trust adults to help them when there are problems, but also reported that they were now much better at resolving their own disagreements maturely.
- Pupil told inspectors that bullying of all types was rare. Occasionally, pupils get into arguments and are mean to each other, but in most instances problems are dealt with quickly.
- Pupils are knowledgeable about the different ways they can stay healthy and safe. For example, pupils in Year 5 told inspectors in some detail how they keep themselves safe when using computers and online.

**The quality of teaching requires improvement**

- The teaching of reading, writing and mathematics is not yet consistently good across all year groups. Although much improved since the previous inspection, pupils' progress in these subjects is inconsistent. Overall, teaching in the foundation subjects is not as strong as it is in English and mathematics.
- Most teachers have secure subject knowledge, but a few lack confidence in some areas of the curriculum. Where this is the case, the quality of teaching and the rate of pupils' progress are not good enough.
- Teachers have high expectations and have a good understanding of their pupils' prior learning. They build positive relationships with pupils and create an atmosphere where pupils are ready to learn. In most cases, they are well supported by other adults.
- In general, teachers plan activities that are fun, purposeful and take account of the needs of pupils of different abilities. As a result, very little time is wasted and pupils choose and complete work that stretches them. For example, one Year 6 boy discussed with his teacher how the mathematics problem he had to solve was hard because it required him to think carefully about the best way to break down each stage of the calculation. Teachers' use of questioning to extend learning is often a strength.
- However, in some lessons, activities are not sufficiently challenging, particularly for the most able. In others, they are not sufficiently focused on the knowledge and skills that pupils need to acquire in order to make good progress. Consequently, teachers are not always able to assess fully the progress that pupils have made in their learning.
- Overall, teachers make carefully considered choices of the books pupils study to support their progress in reading, provide better opportunities for pupils to produce extended writing, and use a range of well-

chosen approaches to support pupils' mathematical development.

- Work is marked regularly and there are more frequent opportunities for pupils to respond to their teachers' advice and comments. Pupils' presentation of their work has improved in most classes. However, the setting of homework is inconsistent and, as a result, does not always fully support pupils' learning and progress.
- The use of information and communication technology (ICT) and other technology to support learning is improving steadily. For example, in one music lesson, the children's drumming performances were filmed so that pupils could immediately review and evaluate their own strengths and weaknesses.

### The achievement of pupils

### requires improvement

- In 2014, the unvalidated attainment of pupils at the end of Year 6 was too low and had declined on the previous year. From very low starting points, these pupils had only partially caught up on their past underachievement in reading, writing and mathematics. Their progress was too slow.
- By contrast, the unvalidated attainment of pupils at the end of Year 2, although lower than average, had improved. Some, but not all, of these children had made good progress. Their attainment in mathematics was close to the national average, but writing was weaker. The gap in attainment between disadvantaged pupils and their peers was similar to the national average, although wider in reading.
- The performance of pupils in the Year 1 phonics screening check, although below average, also improved. Girls attained in line with expectations and pupils from disadvantaged backgrounds did as well as their peers. Leaders recognise, however, that more needs to be done to support boys and those children who do not reach the expected level on their first attempt.
- The achievement of pupils currently in the school, including those with special educational needs, disadvantaged pupils and the most able, is improving rapidly. Support for pupils with special educational needs and/or disabilities and those who are learning English as an additional language is now better placed to meet their needs as a result of the recent support staff restructure.
- Overall, levels of attainment are rising for all pupils and gaps in attainment between different groups are closing. However, this is inconsistent across year groups.
- In general, boys' achievement in reading and writing is not good enough. Although the progress made by pupils who speak English as an additional language is improving, it is not consistent across the school.
- Over time, the most able have not always achieved their potential. However, this is changing. Their progress is improving and inspection evidence indicates that more of these pupils are now on track to achieve the highest levels by the end of Key Stage 2.
- In 2014, Year 6 pupils eligible for support through the additional pupil premium funding were around 10 months behind their peers in mathematics, around two months behind in reading and in line with their peers in writing. Attainment is rising for both groups of pupils and gaps in attainment across the school are closing steadily. In some year groups the gaps are negligible.
- The school actively promotes a positive reading culture. It provides specific support for struggling readers and takes part in activities such as the Premier League Reading Stars initiative. Pupils' enjoyment of reading has improved over time, although their achievement remains a whole school focus.

### The early years provision

### is good

- Leadership of the early years provision is good. Leaders ensure that children are kept safe. They understand the strengths and weaknesses of the provision and take effective action to ensure it continues to improve and is of the highest quality.
- Children in the Nursery and Reception are taught well. Most make good progress in their learning and development, from below average starting points, and are well prepared to move on to the next stage in their schooling.
- The progress of children who are new to learning English has improved markedly over time. Most, but not all, catch up with their peers by the time they enter Year 1. Inspection evidence also shows that any gaps in learning and development for children from disadvantaged backgrounds are also closing, sometimes quickly.
- Careful and considered planning provides stimulating learning opportunities across the seven areas of learning and is responsive to the needs of the children. Assessment practices are thorough and inform short, medium and longer term planning.
- Staff are well trained and have specific responsibilities for developing areas of the curriculum. Adults

support children well and most use effective questioning to develop their language and learning. Nevertheless, leaders recognise the need to monitor carefully, over time, the balance between adult-led and child-led activities to ensure that all children benefit from the full range of learning experiences.

- Children learn to behave well and move around their environment safely during their time in the early years provision. Inspectors noted that children in the Nursery had settle quickly and that children's behaviour, concentration and social skills develop considerably by the time they enter Reception.
- Inspectors were particularly impressed by the maturity and confidence of children in Reception. One girl read fluently to the inspector the words she had been writing, whilst a boy confidently demonstrated his counting of coins. Other children demonstrated their ability to share and take turns while working on computers, playing in the sandpit and making imaginative pictures at the art table.
- The early years provision has recently moved and is now centrally located in the school. This has helped to create a more coherent and richer learning environment. Leaders are currently working to improve indoor and outdoor areas further and to fully review access arrangement to the relocated 'unit'.
- Opportunities to involve parents in their children's learning and development have improved greatly over time. Parents contribute to initial assessments, are kept informed about progress and have opportunities to learn about ways to help their children. Nevertheless, leaders recognise that supporting families to help their children learn, behave and attend well is a whole school priority.



## 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>	114473
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	446201

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	477
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Penny Gaunt
<b>Headteacher</b>	John Maxwell
<b>Date of previous school inspection</b>	8-9 May 2013
<b>Telephone number</b>	01323 724729
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