

Bourne Primary School

Melbourne Road, Eastbourne, East Sussex BN22 8BD

Inspection dates

11–12 October 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, deputy headteacher and governors have ensured steady improvements in teaching, learning and assessment since the previous inspection.
- A three-year improving trend in pupils' attainment at the end of both key stages in reading, writing and mathematics reflects the impact of better teaching and higher expectations on pupils' progress.
- Rising standards at the end of both key stages mean pupils are better prepared for the next stage in their education than before.
- Pupils make good progress in reading, writing and mathematics. Pupils' progress continues to accelerate across the school.
- Strong support for pupils who speak English as an additional language ensures that these pupils make the same good progress as their classmates.
- Diminishing differences between disadvantaged pupils' progress and that of other pupils nationally illustrate the improved use of pupil premium funds. However, some disadvantaged pupils do not attend regularly enough to achieve as well as they could.
- Children make good progress during the early years. A steady, year-on-year increase in the proportion achieving a good level of development means children are well prepared for learning in Year 1.
- Subject leaders provide confident, knowledgeable leadership. They play a full and increasingly successful role in the school's work.
- Governors play a much more effective role in checking the school's work than at the time of the previous inspection.
- Senior leaders have developed systematic, reliable procedures for checking and tracking pupils' progress.
- Pupils are proud of their school. Leaders have sustained good levels of behaviour since the previous inspection. Pupils are safe and secure.
- Some pupils, particularly boys, do not make the accelerated progress necessary in writing to ensure they achieve as well in this subject as they do in reading and mathematics at the end of key stage 2.
- Inconsistent handwriting hampers the fluency and presentation of some pupils' written work.

Full report

What does the school need to do to improve further?

- Improve the teaching of writing and raise achievement in this subject to the highest levels by making sure that teachers:
 - insist that all pupils, and particularly boys, get on equally well with the work set during lessons
 - have consistently high expectations of pupils' handwriting and ensure that pupils develop a fluent, consistent handwriting style.
- Make sure that leaders continue to work closely with parents to improve disadvantaged pupils' attendance and achievement.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher provides strong leadership and direction for the school. All members of staff share his high aspirations for pupils and understand their role in ensuring that all groups achieve well. Most parents who completed the Ofsted online questionnaire would recommend the school.
- Senior leaders work very positively with all members of staff to lead and support developments in teaching, learning and assessment. Teachers feel senior leaders are approachable and supportive. Staff morale is good.
- The deputy headteacher has played a central role in establishing rigorous, systematic procedures for checking pupils' progress. She works closely with her colleagues to ensure teachers' assessments of pupils' learning are accurate and reliable.
- Subject leaders' roles have improved substantially since the previous inspection. Subject leaders play a key role in the school's continuing improvement. They regularly complete reviews of teaching and learning so that they know how well pupils are achieving in different subjects and year groups. For example, the mathematics and English leaders speak confidently about the way in which the revision of the school's calculation policy and improvements in phonics (letters and the sounds they represent) teaching have improved pupils' progress. However, leaders recognise that more needs to be done to ensure that boys make faster progress in writing.
- The school's inclusive atmosphere and its broad, balanced curriculum contribute well to pupils' spiritual, moral, social and cultural development. Pupils benefit from regular opportunities to reflect on their own experiences and to learn about the world beyond their local community. Special events, such as the school's annual performance in a local theatre, help pupils to develop confidence and self-esteem, while bringing the school community together.
- Leaders make sure pupils have regular opportunities to consider British values as an everyday part of their learning. For example, pupils learn about democracy, equality and fairness through English and topic work.
- Teachers encourage pupils to be curious and enquiring. Pupils discuss differing views and beliefs respectfully when learning about world religions, such as Judaism, Christianity and Islam. They handle objects carefully during lessons when considering the relevance of religious artefacts.
- Pupils listen well during assemblies and make sensible and thoughtful contributions. For example, during the inspection pupils thought about the importance of learning from mistakes in relation to the Jewish festival of Yom Kippur.
- Leaders have used the primary school physical education and sports premium effectively to improve the quality of physical education teaching and to increase the number of pupils participating in sport. For example, leaders provide all sports clubs free of charge, so that all pupils have equal access to activities. Clubs such as the football and gymnastics clubs give pupils opportunities to develop personal fitness and skills to a good level. The football team's success meant it topped the league tables in

2015.

- The school is committed to ensuring that all disadvantaged pupils achieve their full potential. Effective use of pupil premium funding supports disadvantaged pupils' progress well. As a result, the differences between disadvantaged pupils' achievement and that of other pupils nationally have steadily diminished since the previous inspection.
- Leaders know that some disadvantaged pupils still do not attend regularly enough to achieve their full potential. Leaders continue to work hard with parents and agencies to make sure all pupils attend regularly.

Governance of the school

- Governors play a much more effective role in checking the school's work than at the time of the previous inspection. For example, they make sure they regularly ask leaders challenging and searching questions, such as, 'what effect does high mobility have on pupils' progress?' and 'has the focus on mathematics been effective?' As a result, they are confident in their understanding of how well the school meets pupils' needs and the priorities for further improvements.
- The local authority's effective support for the governing body since the previous inspection has made a significant difference to the quality of governors' work. For example, training has strengthened governors' understanding of their role in holding leaders to account for pupils' achievement.
- Governors share senior leaders' high expectations of staff and pupils. All governors regularly spend time in school, looking at particular aspects of the school's work, such as how well disadvantaged pupils are learning. This gives them an up-to-date view of the school's work.

Safeguarding

- The arrangements for safeguarding are effective.
- Robust safeguarding procedures mean that leaders are quickly alerted to any concerns. Leaders and governors treat safeguarding concerns with the utmost importance. They respond rapidly and proportionately, working positively with parents and agencies, so that pupils are safe and secure. High-quality, detailed records indicate the strong priority leaders give to any safeguarding concerns.
- A governor with safeguarding responsibility regularly works with leaders to make sure that policies and procedures are working effectively. Safeguarding is a standard item on the agenda for governing body meetings so that they are regularly updated.
- Leaders follow rigorous safeguarding procedures to ensure no pupil is at risk of going missing in education. For example, they keep close checks on pupils who have moved out of the area, keeping them on the school roll until their new schools have confirmed their arrival.
- Leaders provide regular training and updates so that members of staff are well-equipped with the knowledge and skills to ensure pupils' safety.
- Key information displayed around the school and in the staff room provide constant reminders to staff about safeguarding procedures so that they know what to do if they

have any concerns.

- Leaders ensure recruitment checks on new members of staff are well organised and robust.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved substantially since the previous inspection. Teachers have higher expectations of all pupils, including the most able. Revised subject and marking policies provide teachers with a secure framework to ensure teaching builds firmly on previous learning.
- Teachers give pupils regular practice to reinforce key knowledge and skills in English and mathematics, as well as teaching new learning. This ensures that pupils of all abilities, including pupils with special educational needs and/or disabilities, develop a secure knowledge of fundamental facts and concepts.
- In mathematics, teachers and teaching assistants often work closely with the most able pupils to refine and deepen pupils' understanding of mathematical techniques, such as how to use long multiplication and division to solve problems. They give pupils challenging mathematical problems so that pupils have to think hard in order to work out the solution.
- The teaching of English has improved since the previous inspection. More consistent phonics teaching has strengthened pupils' early reading skills and lifted the Year 1 phonics check results. Teachers give pupils regular opportunities to read so that they can practise and improve their reading.
- Skilful support for pupils who speak English as an additional language ensures the good progress of these pupils. The school uses a range of different strategies very effectively to help pupils to access learning quickly when they join the school, such as presenting mathematical problems in pupils' home language.
- More accurate assessments of pupils' progress mean teachers are quicker to spot pupils who are making slower progress and provide prompt support, including for those pupils with special educational needs and/or disabilities.
- The school's calculation policy ensures teachers use a consistent approach to teaching mathematics across the school, from early years through to Year 6. For example, teachers use practical equipment to ensure pupils of all ages and abilities develop a secure and confident understanding of mathematical concepts.
- Science teaching equips pupils with a good balance of scientific knowledge and skills. For example, teachers help pupils to develop a consistent approach to planning and carrying out investigations and experiments.
- Teachers are knowledgeable about teaching writing skills. They successfully teach pupils to use increasingly complex grammar and punctuation in their writing. They encourage all pupils, including the most able, to try out new vocabulary in their writing to create different effects.
- Improvements in the curriculum mean pupils are more interested in writing than previously. However, variations in teachers' expectations mean that sometimes teachers do not insist that all pupils, and particularly boys, get on with writing tasks

well enough in lessons, with the result that pupils make slower progress.

- In the past, weaknesses in the teaching of handwriting meant that pupils did not develop a sufficiently consistent handwriting style to enable them to produce high-quality written work. The school has now established a whole school approach to teaching handwriting which is helping pupils to develop a more even handwriting style. However, there are still some variations in teachers' expectations of pupils' handwriting and in the quality of pupils' work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and want to do their best. They dress very smartly in school uniform.
- Good relationships ensure that pupils feel safe and secure. Pupils know what to do if they are worried about anything. They say adults and friends are always on hand to provide help and reassurance whenever needed.
- Pupils are kind to each other. Pupils know what bullying is and say it rarely occurs. School records support this view and indicate leaders' swift and thorough responses to any concerns.
- Most parents who completed the online questionnaire feel that pupils are happy, safe and well-behaved in school.
- While most pupils work hard and are keen to do well, some do not have the same positive attitudes to school.

Behaviour

- The behaviour of pupils is good. Most pupils behave well during lessons, playtimes and assemblies.
- A thorough, clear and consistent behaviour policy supports pupils' good behaviour and well-being throughout the school. There have been no exclusions during the past two years.
- Lunchtimes are relaxed, positive times for pupils to meet each other and to make new friends. In the playground, activities such as construction kits, football and reading enhance pupils' enjoyment of playtimes.
- Pupils behave well in the breakfast and after-school clubs. A good selection of breakfast options and teatime snacks encourage pupils to make healthy choices. For example, during the inspection pupils enjoyed filling and making wraps for their tea. Strong relationships and clear expectations in the clubs contribute to pupils' growing independence and confidence.
- Leaders have established robust procedures for following up attendance queries. They closely monitor pupils' attendance, using detailed records to identify patterns and trends in pupils' attendance over time. They carefully consider the underlying reasons for individual pupils' poor attendance and work constructively with parents and

agencies to support individual pupils' attendance.

- Attendance rates are affected by high numbers of pupils who join or leave the school other than at the usual times. While attendance rates are higher than at the time of the previous inspection, they are still below the national average.
- While leaders can point to many striking examples of success in improving disadvantaged pupils' attendance, they recognise that this is still an area in need of further improvement. Some disadvantaged pupils are absent from school too often so that they miss vital teaching and learning. As a result, they have gaps in their learning which hinder their progress.
- While most pupils behave very well, some are too easily distracted during lessons. This is particularly the case for a small number of boys, who make slower progress during lessons as a result.

Outcomes for pupils

Good

- Pupils' progress across key stage 2 has increased over the past three years in reading, writing and mathematics. In 2015, attainment improved in all three subjects at both key stages with standards at the end of key stage 2 matching national averages for the first time for several years.
- Disadvantaged pupils learn well. The differences between disadvantaged pupils' attainment and that of others nationally have diminished since the previous inspection. The proportion of most-able disadvantaged pupils achieving the higher levels of attainment increased in 2015 at the end of both key stages.
- Information about pupils' progress and the work in pupils' books indicates that those with special educational needs and/or disabilities make rapid progress in reading, writing and mathematics.
- The most able, including those who are disadvantaged, make similarly good progress to other groups. In 2015, the proportion of pupils achieving the higher levels increased in reading, writing and mathematics at the end of both key stages.
- Pupils from minority ethnic groups make good progress and achieve well. Effective support for pupils who speak English as an additional language ensures they quickly develop key language skills and learn well.
- All key groups of pupils, including the most able, make good progress in developing reading skills. Pupils learn how to use a range of strategies to help them to read successfully, including phonics. This ensures all pupils, including those pupils who find reading more difficult, know what to do when they are stuck on a word or phrase. The results of the Year 1 phonics check have steadily increased over the past four years.
- Pupils read regularly at home and in school. The most able readers read fluently and with expression.
- Pupils make good progress in mathematics. Pupils of all abilities learn how to choose and use different strategies, such as number lines and practical equipment, as well as formal methods, to help them to complete calculations successfully.
- Considerable improvements in pupils' writing during the past year have lifted pupils'

attainment across the school. Some pupils make exceptional progress in writing from starting points which are sometimes much lower than national averages. For example, pupils in Year 3 who struggled to use basic punctuation such as full stops at the start of last year went on to write confident and detailed character descriptions by the end of the year. However, leaders recognise that there are still some variations in boys' progress in writing so that some boys make slower progress. Leaders continue to develop this aspect of the school's work.

- There are some marked differences in the quality of pupils' handwriting which hinder pupils' progress when writing. While many pupils develop a regular handwriting style, some find it more difficult to develop a fluent and legible style by the end of key stage 2.

Early years provision

Good

- Leaders have improved the quality of teaching in early years since the previous inspection, so that children make better progress. Rising achievement at the end of early years ensures that children are increasingly well prepared with the skills and knowledge needed to learn successfully during Year 1.
- There has been a steady increase in the proportion of children achieving a good level of development at the end of Reception year over the past four years. In 2016 the proportion achieving a good level of development was closer to national averages than it has been for many years. Learning journals and teachers' assessments illustrate children's good progress children during early years.
- Effective use of the pupil premium ensures that disadvantaged children make good progress. Improvements in teaching since the previous inspection led to a substantial increase in the proportion achieving a good level of development in 2016.
- The calm, quiet atmosphere in the classrooms helps children to feel comfortable and confident. The outdoor areas are well organised and secure so that children play and learn safely.
- Clear routines, good relationships and positive links with parents help all children to settle at the start of the school year, including those new to the country. Children are happy, busy and well behaved.
- Adults provide good role models for children. This helps children to develop socially and academically. For example, during the inspection one child copied her teacher by telling her classmates a story and pointing to the illustrations.
- Children happily engage in a wide range of activities in the Nursery class. Adults give children plenty of encouragement and praise, which successfully supports learning. For example, during the inspection an adult reassured and helped three children who were finding it hard to use scissors. As a result, they persevered and completed the task successfully.
- Leaders have strengthened arrangements to support children in the move from early years to Year 1 since the previous inspection. For example, the Reception and Year 1 teachers work together more closely during the year to discuss children's progress and needs so that children settle quickly in Year 1.

- Teachers plan a wide range of activities so that children thoroughly enjoy their time in early years and learn well, including the most able. However, at times small numbers of children lose interest and become disengaged during lessons and so make slower progress than others.

School details

Unique reference number	114473
Local authority	East Sussex
Inspection number	10019870

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	The governing body
Chair	Jon Nay
Headteacher	John Maxwell
Telephone number	01323 724729
Website	www.bourne.e-sussex.sch.uk
Email address	office@bourne.e-sussex.sch.uk
Date of previous inspection	12–13 November 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average primary school.
- The proportion of pupils supported by pupil premium funding is higher than that found in most schools. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and children who are looked after.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The proportion of pupils with a minority ethnic background is above the national average, as is the proportion of pupils who speak English as an additional language.
- The school provides part-time early years provision in the Nursery class and full-time early years provision in the three Reception classes.

Information about this inspection

- The inspection team observed learning in 22 lessons or part-lessons, including 11 observed jointly with the headteacher and deputy headteacher.
- Inspectors held discussions with the headteacher, senior leaders, a local authority representative, teachers, members of staff, parents and pupils. A meeting also took place with the chair of the governing body and three other governors.
- The inspection team took account of the 59 responses to Parent View, Ofsted's online questionnaire. In addition, inspectors considered the views expressed by parents who spoke with them informally during the school day.
- Inspectors observed the school's work and considered a range of documents, including the improvement plan, information about pupils' progress and attendance, and safeguarding policies.
- The inspection team looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. They also listened to pupils in Year 2 and Year 6 reading.

Inspection team

Julie Sackett, lead inspector	Ofsted Inspector
Anne Allen	Ofsted Inspector
Justin Bartlett	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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