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4 January 2018

Mrs Nicki Morton  
Director of Special Educational Needs  
Tregonwell Academy  
Petersfield Road  
Bournemouth  
Dorset  
BH7 6QP

Dear Mrs Morton

### **Short inspection of Tregonwell Academy**

Following my visit to the school on 12 December 2017 with Jenny Boyd, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in April 2013.

### **This school continues to be outstanding.**

The leadership team has maintained the outstanding quality of education in the school since the previous inspection. You, the adults in the school, the local governing body, and the members of the Ambitions Academies Trust (AAT) are passionate about improving the life chances for the pupils in the school. You are all working closely with other providers and agencies, searching for ways to reduce the incidence of poor behaviour that leads pupils to becoming permanently excluded from local mainstream schools.

Each of the three school sites caters for pupils with different needs. The transient nature of the pupils means that published information about the school's performance does not reliably represent the pupils currently on the school roll. Through looking at pupils' work, reviewing their school targets and comparing them with the school tracking information and their education, health and care plans, we saw that all aspects of the school remain outstanding. At the previous inspection in April 2013, the school was asked to 'ensure the very detailed systems used to record assessments are implemented universally and consistently across all the schools in the academy'. The assessment systems are now consistent across all three sites. Support and teaching staff continue to make sure that pupils make outstanding progress from their often very low starting points.

Staff morale is high. Teachers are assiduous in getting the best out of the pupils in their care. Making learning purposeful and interesting engages the pupils in lessons. Staff know each pupil well. They can foresee potential triggers that might lead to

slips in behaviour because of the continual, holistic assessment of pupils. As a result, incidents are avoided and the focus in lessons is on learning and not behaviour management. Pupils are respectful of each other and the adults who care for them. They take pride in their learning, as seen in the way they present their work, keeping their books neat and tidy.

The exterior of the buildings on the Petersfield Campus is less attractive than of those on the Nigel Bowes Campus. Nevertheless, staff at all sites make the classrooms attractive learning environments through celebrating pupils' successes and providing good-quality learning stimuli through the wall displays.

The curriculum provided on each site meets the specific needs of the pupils. Although older pupils do get the opportunity for work experience, we agreed that they would benefit even more from having earlier experiences of workplace environments. We also agreed that more needs to be done to provide supported apprenticeships and internships with local companies and organisations.

### **Safeguarding is effective.**

You and other leaders, including those responsible for governance, continue to ensure that all safeguarding arrangements are fit for purpose. Close relationships with other agencies and providers ensure that pupils who are vulnerable due to their circumstances are kept safe. Safer recruitment procedures are followed. All staff have regular, high-quality training. They know what to do and where to go if they have any concerns. Members of the local governing bodies and the AAT ensure that policies and procedures are followed. They regularly check for themselves that the correct checks are being made by those responsible at each site.

Pupils' attendance at previous schools is generally inconsistent and low. Attendance for the vast majority of pupils increases rapidly during their time at this school. When pupils fail to attend school, staff are diligent in checking that they are safe and putting measures into place to improve the pupil's attendance.

Pupils told me that they feel safe and secure in school. Bullying is rare, and any unkindness is swiftly dealt with through discussion with those concerned and restorative justice. Pupils are taught how to keep themselves safe when not in school. They also learn about how to prevent themselves being involved in domestic violence or radical extremism.

### **Inspection findings**

- Our first line of enquiry on this inspection was to see how effectively you, other leaders and the governing body ensure that the systems used to record assessments are implemented universally and consistently at all three sites. Assessment by staff is detailed and wide-ranging across the school and helps to ensure that pupils' outcomes remain outstanding. Staff and pupils are very clear about what each pupil has achieved and what the next steps in the pupil's learning are. Assessment of all the work of the school is closely and

comprehensively checked for accuracy and consistency by middle leaders, senior leaders, the local governing body and the AAT. None is complacent. The AAT is currently piloting further improvements to the systems already extensively in place.

- The inspection's second line of enquiry was to see if the courses pupils take enable them to reach their potential, preparing them for the next stage in their learning while effectively meeting their needs and desires. The curriculum used throughout the school is age appropriate and is directly related to individual pupils' needs. For those who are staying at the school a short while, courses complement the work the pupil needs to be doing when they return to their main school. Pupils of all ages learn to work with their peers collaboratively, taking it in turns to share their views and listening to others. Primary-aged pupils get a secure, solid grounding to enable them to seamlessly return to mainstream schools wherever possible. Courses for older pupils are very well considered, taking into account pupils' abilities and interests. Again, where pupils can return to a mainstream setting, this is done.
- When leaving Year 11, almost all pupils continue in education, training or employment. We discussed how the school might work with local organisations and providers to develop more opportunities for pupils to have earlier experiences of workplace environments. We also agreed that, working with others in the locality, the school should provide more supported apprenticeships and internships for older pupils.
- The final line of enquiry looked at how well the school leaders and the governing body ensure that the additional monies provided from the pupil premium grant and the Year 7 catch-up, special educational needs and sports premium fundings are used. Through detailed, comprehensive, precise analysis and close monitoring, leaders at all levels ensure that all monies are directed to maximise the impact they have on pupils who are entitled to receive them. As a result, pupils thrive and make accelerated progress in all aspects of their learning.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- pupils have earlier opportunities to experience workplace environments
- more of the older pupils have access to supported internships and apprenticeships.

I am copying this letter to the executive board, the regional schools commissioner and the director of children's services for Bournemouth. This letter will be published on the Ofsted website.

Yours sincerely

Steffi Penny  
**Her Majesty's Inspector**

## **Information about the inspection**

We met with you, the associate principals and other leaders from all three sites, including those responsible for assessment and safeguarding. We also held discussions with the chief executive officer, the director of outcomes and the chair of the local governing body, who are all members of the AAT. We spoke with pupils, class teachers and a parent.

We considered a range of documents, including those relating to pupils' progress, the school's self-evaluation and the school improvement plan. We reviewed the procedures you use to keep pupils safe. We examined the quality of pupils' work and observed pupils learning in lessons at all three sites.

We considered the views of one parent posted on Ofsted's online survey, Parent View. There were no free-text responses and no responses from staff or pupils to Ofsted's online surveys. We took into consideration the school's own survey of the views of pupils and parents.