

# Inspection of Bourne Abbey Church of England Primary Academy

Abbey Road, Bourne, Lincolnshire PE10 9EP

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Inspection dates: 7 and 8 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

'Learning is fun!' is how pupils describe life at Bourne Abbey. They say that teachers find lots of ways to make lessons exciting. Pupils enjoy working together to improve the environment. They are proud of their second Eco Schools Green Flag award. As 'Agents of change' and 'UNICEF ambassadors', they are keen to make a difference.

Pupils feel safe at school. They can explain exactly who they would speak to if they had any worries or concerns. They say that bullying is rare, and that staff sort out any disagreements quickly. They know that everyone has a right to be treated fairly.

Lunchtimes are happy occasions when pupils play together well. Pupils told us that they enjoy using the equipment in the playground. They feel listened to and that their voices make a difference. For example, they are delighted that they can use the trim trail again.

Teachers generally have high expectations of pupils' behaviour. Most pupils listen carefully during lessons. On some occasions, their attention drifts. Leaders want all pupils to enjoy reading by the time they move on to secondary school. Many pupils read with interest and expression. However, some early readers do not get the practice they need to read text fluently.

## **What does the school do well and what does it need to do better?**

Pupils enjoy working together in the extensive outdoor space. Through planting and exploring, children in Nursery discover the beauty of nature. They quickly become independent. They understand that they need to put tissues in the bin after using them. Staff show them how to wash their hands thoroughly. Ambitious word choices and meaningful role play help children in the early years to encounter rich vocabulary.

Teaching in most subjects is planned so that pupils can build on what they learned before. In computing, pupils learn what an algorithm is and how they can change the instructions in a programme to improve it. Pupils extend their understanding of deserts when they learn about biomes in geography. In some subjects, such as mathematics, leaders have thought carefully about the order in which pupils gain knowledge. They have adapted the curriculum to make it just right. Leaders are now developing a new English curriculum. They have not yet refined this in the same way.

Leaders and teachers promote a love of reading. There are appealing book corners in all classrooms. Children in Nursery listen to the sound that their name starts with, so they know it is their turn to line up. Children enjoy story time and think carefully about the meaning of the new words that they meet. Reading clubs after school are popular and well attended.

When teachers make their expectations clear, pupils respond well. They are keen to learn. Occasionally, routines are not established well enough so that all pupils know precisely what teachers expect of them. Teachers check which sounds pupils remember. However, sometimes the books that pupils read do not match the sounds that they know. When this happens, pupils do not get the chance to practise the sounds that they know to help them become fluent. Teachers do not expect all early readers to focus only on phonics to decode words.

Teachers check what pupils can remember. They adapt the curriculum to help pupils with special educational needs and/or disabilities (SEND) keep up with their peers. This enables some pupils with SEND to make progress. However, not all parents understand what is being done to support their child with SEND. Leaders have put additional support in place for some pupils following the COVID-19 (coronavirus) pandemic. This includes disadvantaged pupils.

Parents praise the support that families received during recent lockdowns. Leaders have been mindful of how the pandemic has changed the demands on staff at the school. They have made sure that there is someone for staff to turn to if they are finding things difficult. Governors consider the changes to staff workload that new initiatives bring. They check whether the actions that leaders take are making a difference to the teaching and learning that takes place.

Pupils reflect on how people demonstrate their faith through their actions. Through visitors to the school and well-planned trips, pupils encounter a range of different cultures. They also think carefully about the culture in and around school. Every year, each class writes their 'class charter' in order to explore how their rights are connected to their actions. Through the '3 Rs', they learn about the importance of demonstrating respect for themselves, each other and the world around them.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have identified risks that pupils face in the local area. Governors check that staff understand their training and know what to do if they are worried about a child. Staff concerns are passed on quickly and leaders record the actions they take in detail.

As more pupils have been learning online, leaders have prioritised teaching about e-safety. They have explained to parents about the risks their children face when they play games online.

The right checks are in place before adults start working with children.

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

**(Information for the school and appropriate authority)**

- The school's approach to the teaching of reading is not consistent. Not all pupils get the chance to use the sounds that they know to blend and read words fluently. Leaders should make sure that the teaching of phonics builds precisely and systematically on what pupils know. They should check that the books pupils have to read provide the opportunity to practise blending these sounds to develop fluency.
- Leaders are in the process of implementing their new curriculum for English. They have set out an overview of what they want pupils to know and by when. Leaders do not know whether all areas of the new English curriculum have been taught. Leaders should check that teachers have taught all the content in the new curriculum and that it is sequenced so pupils can build on what they have learned.
- Not all parents feel that the needs of their children with SEND are met effectively. Sometimes, they do not understand the actions that are being taken or what support their child is receiving. Leaders should make sure that the parents of pupils with SEND understand the provision that the school is making to help their child to make the best possible progress.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	136354
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10199028
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	704
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Kirkman
<b>Executive Headteacher</b>	Sarah Moore
<b>Website</b>	<a href="http://www.bourneabbeyprimary.co.uk">www.bourneabbeyprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005

## Information about this school

- The school has provision for two-year-olds in the Nursery.
- The school is a Church of England school. Its most recent section 48 inspection took place in March 2015.
- There is a breakfast club and an after-school club which is managed by the governing body.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Ofsted has not previously inspected Bourne Abbey Church of England Primary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Bourne Abbey Church of England Primary School to be outstanding before it opened as Bourne Abbey Church of England Primary Academy as a result of conversion to academy status. The 'outstanding' grade reflected Bourne Abbey

Church of England Primary School's overall effectiveness in February 2010, under the relevant inspection framework at that time. The new judgement of 'good' reflects the overall effectiveness of Bourne Abbey C of E Primary Academy under the current inspection framework as well as any changes at the school since the last inspection.

- Inspectors met with the executive headteacher, the head of school, and other senior leaders, including the coordinator for special educational needs and/or disabilities.
- Inspectors met with governors and trustees. They considered a range of documents.
- Inspectors did deep dives into the following subjects: early reading, English, geography, computing, mathematics and personal, social and health education. Inspectors met with subject leaders, visited lessons, spoke with teachers, met with pupils and listened to them reading to adults. Inspectors considered curriculum plans and scrutinised samples of pupils' work.
- Inspectors met with groups of pupils. They visited breakfast club, the playgrounds at playtime and lunchtime and spoke with parents at the beginning and end of the day. They considered the views of parents expressed through Ofsted Parent View, Ofsted's online questionnaire.
- The single central record was scrutinised as part of the inspection of safeguarding. Inspectors spoke with a range of staff and pupils and considered records which the school keeps.

### **Inspection team**

Hazel Henson, lead inspector	Her Majesty's Inspector
Roary Pownall	Her Majesty's Inspector
Helen Williams	Her Majesty's Inspector
Jackie Thornalley	Ofsted Inspector

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