

# Inspection of Bourne Grammar School

South Road, Bourne, Lincolnshire PE10 9JE

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Inspection dates: 11 and 12 October 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Sixth-form provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Bourne Grammar School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

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

Pupils are keen to attend Bourne Grammar School because they value the education they receive. They feel safe at the school and enjoy good working relationships with staff.

Leaders ensure that all pupils, including sixth-form students, benefit from very high-quality education. They make sure that the curriculum is well organised and planned so that pupils learn key information at the right time. Pupils work hard to be the best they can be. They enjoy learning.

The behaviour of pupils and sixth-form students is exemplary. They are expected to take responsibility for their own behaviour, which they do. They show high levels of respect for each other and adults. They consistently demonstrate that they can be trusted to behave well without adult supervision. Many pupils give their time to the school council, helping to make the school a better place. Bullying is not tolerated at the school. Pupils say that on the rare occasions it happens, staff act quickly to resolve any issues.

Leaders are committed to 'building better learners'. They want pupils to develop their independent working skills. They have ensured that pupils have access to a wide range of opportunities that nurture their talents and interests. Pupils engage with what is going on in the world around them.

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

Leaders have high ambitions for all pupils. This is reflected in the high-quality curriculum all pupils study. Leaders want all pupils to learn the most important knowledge in all subjects. Subject leaders and teachers achieve this by thinking deeply about their subjects. They have carefully planned the order in which pupils learn knowledge. This helps pupils, including pupils with special educational needs and/or disabilities (SEND), to build their knowledge over time. Pupils have opportunities to learn across a range of subjects, including those that form part of the English Baccalaureate. They develop detailed knowledge and skills across the curriculum and achieve exceptionally well. In the sixth form, leaders have built securely upon the breadth of subjects on offer. The ambitious and demanding sixth-form curriculum builds to prepare students very well for future learning and their next steps.

Teachers' subject knowledge is strong. Leaders have ensured that all subjects are almost always taught by specialist teachers. Teachers clearly explain concepts to pupils. At the start of lessons, pupils have opportunities to recall what they have learned before. Pupils link this knowledge to their current learning. They say that this allows them to build a deep understanding of the subject. Teachers provide useful feedback. Pupils use this to reflect on what they have done well and how they can continue to improve. Teachers help pupils to develop resilience and independence in their work. They do this by providing challenging tasks for pupils.

As a result, many pupils and students produce high-quality work across the curriculum.

Leaders make sure that pupils with SEND can access the same ambitious curriculum as everyone else. They identify these pupils' needs and provide teachers with the detailed information they need to support these pupils in their learning. As a result, pupils with SEND do not miss out on learning.

Leaders provide effective support for pupils who need extra help with reading. Staff encourage pupils to read for pleasure. All pupils have a book that they read daily.

Pupils have positive attitudes to learning. When they are in lessons, they focus on their learning. They are keen to offer their answers and take part in class discussions. They are self-motivated and confident to work independently. They also help each other when working in groups.

Leaders have provided expansive wider development opportunities for pupils. An impressive range of extra-curricular activities, such as sports clubs, performing arts clubs and charitable activity, is available to pupils. Many pupils speak enthusiastically about these opportunities. Students in the sixth form benefit from a range of rich experiences. These build their character, support them in their next steps and prepare them well for adult life. However, leaders have only recently begun to ensure that all pupils have high-quality, impartial careers advice and guidance. Pupils have not had sufficient opportunities to learn about different faiths, beliefs and cultures to ensure that they appreciate the differences that can be found across the world, as well as those things that are the same. Pupils' personal development has recently benefited from more attention from leaders.

The school is well led and managed. However, governors do not hold leaders to account as well as they could. Staff enjoy working at the school. Leaders are mindful of staff's workload and have taken steps to reduce this. Staff appreciate leaders' efforts to improve their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a culture of vigilance at the school. Leaders are aware of the increasing risk of, and the effects of, pupils' poor mental health. Staff receive high-quality training in safeguarding and regular updates from experienced safeguarding leaders. Staff understand their responsibility to report any concern. Leaders keep accurate records. They use this information to ensure that pupils get the help they need.

Leaders are quick to act, involving other agencies when needed. There are appropriate procedures in place to manage any allegations. Professionals external to the school visit to teach pupils how to stay safe. Staff ensure that pupils know how to be safe when online.

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

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

- Pupils are not as well equipped for life in modern Britain as they should be. Not all pupils have a full appreciation of the differences and similarities between different cultures and religions. Leaders have not ensured that religious education has been provided in accordance with statutory requirements. Additionally, not all pupils benefit from high-quality independent careers advice and guidance. Leaders need to ensure that all aspects of the personal development programme are aspirational for all pupils and prepare them fully for life in modern Britain.
- Governors do not always hold leaders to account as rigorously as they could. As a result, not all aspects of the school's provision are of the highest quality, including opportunities for pupils' personal development. Governors need to ensure that they fully understand their role and assure themselves that they have rigorous structures and processes in place to assess the quality of all aspects of the provision effectively.

## 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 information from Ofsted Parent View 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.

## 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>	137793
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10229039
<b>Type of school</b>	Secondary grammar (selective)
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1709
<b>Of which, number on roll in the sixth form</b>	499
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ian Mears
<b>Headteacher</b>	Alastair Anderson
<b>Website</b>	<a href="http://www.bourne-grammar.lincs.sch.uk">www.bourne-grammar.lincs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bourne Grammar School has undergone significant change since it was last inspected in 2008. The number of pupils attending the school has increased from 947 at the last inspection to 1709. The sixth form in particular has increased in size.
- The school does not make use of any alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, curriculum leaders, the special educational needs coordinator and a range of staff.
- The lead inspector met with three trustees, including the chair.
- Inspectors carried out deep dives in English, mathematics, history, design and technology, modern foreign languages (Spanish, French and German) and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the geography curriculum with leaders and visited some geography lessons. Inspectors visited a range of lessons in the sixth form.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors considered a wide variety of school documents, including the school self-evaluation and school development plan.
- Inspectors took note of the responses received on Ofsted Parent View and considered the results of the Ofsted staff and pupil surveys. Inspectors met with small groups of pupils to gather their views.
- To judge the effectiveness of safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safer recruitment of staff and met with the safeguarding team. Inspectors also spoke with staff and pupils about safeguarding.

## Inspection team

Dave Gilkerson, lead inspector	His Majesty's Inspector
John Spragg	His Majesty's Inspector
Ellenor Beighton	Ofsted Inspector
Keval Thakrar	Ofsted Inspector
Imtiaz Patel	Ofsted Inspector

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