

# Inspection of Bournemouth Christian School

29-35 Wimborne Road, Bournemouth BH2 6NA

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Inspection dates: 18, 26 and 27 April 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

**No**

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

Leaders have not ensured that pupils learn a balanced, factually accurate curriculum. Pupils learn about different subjects through a Christian worldview. Their understanding is impeded by treating Biblical interpretation as fact in subjects such as science or history. As a result, pupils do not gain the knowledge they need for their futures. Pupils with special educational needs and/or disabilities (SEND) do not learn well. Teachers do not provide the support these pupils require.

Leaders have failed to create an effective culture of safeguarding. They do not address concerns about pupils' safety and do not ensure that pupils are safe in the school. Staff are not trained to support pupils with serious medical conditions. The school site is not secure. Pupils can easily leave the school.

Pupils do not learn much about the world around them. The curriculum does not prepare them well for life beyond school or life in modern Britain. Leaders have not ensured that pupils learn an effective personal, social and health education (PSHE) programme, including appropriate relationships and sex education.

Most pupils enjoy coming to school. Pupils behave well and are kind to each other. They state that bullying does not happen, and if it did, that staff would resolve it quickly. Relationships between staff and pupils are strong.

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

Leaders have established a digital curriculum that presents flawed and inaccurate knowledge in all subjects. Pupils learn through an unmoderated Christian worldview. For example, in science, the Christian worldview is presented as more important than scientific fact. Pupils interact mainly with computers and direct their own learning. However, this results in many pupils not understanding what they are learning. For example, pupils copy out misspellings and learn how to spell inaccurately. Staff do not know the curriculum well and do not have the subject knowledge to support pupils effectively. The curriculum's focus on America does not help pupils prepare for life in modern Britain.

The assessment system does not enable pupils to build their knowledge well enough. Teachers do not help pupils to review misconceptions. Pupils do not have many opportunities to write and talk about what they have learned. They do not have opportunities to consider their learning in depth. For example, in history, pupils learn the chronology of the English, French and American revolutions but do not learn about the historical development of equality. They are encouraged to read for pleasure and most pupils read well. However, through the curriculum, pupils do not develop strong understanding of language and a range of texts. Teachers do not support pupils to analyse and evaluate texts. Pupils with education, health and care (EHC) plans do not receive support appropriate to their needs. Staff do not know their needs well enough and do not know how to provide the most effective support.

Leaders have not put in place an appropriate policy for pupils with SEND. These pupils' examination achievements in 2022 were poor.

Leaders have not implemented a coherent careers programme. The guidance that pupils receive is patchy and incomplete. Pupils are, therefore, not well prepared for their next steps. Leaders have not planned a clear programme to promote pupils' spiritual, moral, social and cultural development. Pupils have visited some places of worship, but they do not develop a strong understanding of the world. Similarly, pupils have visited some places of local interest, but this does not extend their understanding of citizenship in modern Britain. In addition, the curriculum focuses on the American literary tradition and, thus, pupils do not learn about the literary traditions that have shaped the United Kingdom.

Although the proprietor has created a complaints policy, it has not been implemented well. Parents make complaints to the local authority rather than the school. Pupils behave well around the school, but leaders' behaviour logs lack clarity. Pupils value the small classes and the quiet, harmonious learning environment. Most pupils attend well and some pupils who have not attended school for long periods of time are beginning to attend.

Staff are proud to work at the school and feel well supported.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Leaders and staff are not alert to the safeguarding risks that pupils may face. Leaders have a weak understanding of the contextual safeguarding risks that pupils face in the area. As a result, they do not ensure that pupils receive timely and appropriate support. Leaders do not routinely check on the welfare of pupils who do not attend school for long periods of time. They cannot be assured of the physical and emotional safety of these pupils. In addition, the proprietor has not ensured that an up-to-date 'Prevent' and radicalisation policy is in place.

Leaders have not ensured that staff are trained to support pupils with serious medical conditions. They have not ensured that there are sufficient measures in place to make sure that pupils cannot leave the school building without staff's knowledge.

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

### **(Information for the school and proprietor)**

- The proprietor and leaders have failed to ensure that the independent school standards and associated requirements are met. Leaders do not have a strong understanding of the standards. They have not established processes to monitor the school's effectiveness and compliance with the standards. Leaders must

ensure that they know the standards and implement effective systems by which they can be assured that all standards are met.

- Leaders have not established an effective culture of safeguarding. Consequently, pupils are at serious risk of harm. Leaders have not ensured that all staff understand and record their concerns about pupils' physical and emotional safety. Leaders have not ensured that members of staff are trained to support pupils with potentially life-threatening medical conditions. Leaders must ensure that all staff understand the safeguarding risks that pupils may face and record their concerns, as outlined in 'Keeping children safe in education'. Leaders must ensure that staff receive urgent training to provide support to pupils with serious medical conditions.
- Leaders have not ensured that the welfare, health and safety arrangements on the school site are effective. Leaders must ensure that the site is safe and secure and that risk assessments are accurate and applied effectively.
- The quality of the curriculum is poor. The curriculum has been constructed through an unmoderated Christian worldview. Pupils learn factually inaccurate information about a range of subjects. Leaders must urgently review the curriculum to ensure that erroneous and misleading information that is presented as knowledge is removed. Leaders must ensure that pupils learn a balanced curriculum that presents factually accurate knowledge and a range of perspectives.
- The quality of provision for pupils with SEND is ineffective. The curriculum does not take account of the ages, aptitudes and needs of all pupils, particularly those with EHC plans. As a result, pupils do not learn as well as they could. Leaders need to ensure that staff use the information in pupils' EHC plans precisely to adapt the curriculum so that all pupils learn well.
- Leaders do not ensure that teachers have the expert knowledge they need to teach pupils at the school. Staff subject knowledge is weak, and they do not support pupils' learning effectively. Leaders must ensure that all members of staff have the knowledge they need to support pupils' academic, social and emotional progress.
- Leaders have not established an effective system for assessment. Pupils have little opportunity to articulate their learning in depth. Teachers do not know what pupils know and do not know. As a result, they do not address pupils' misconceptions. Leaders must implement an assessment system that enables staff to support pupils' learning.
- The implementation of the school's complaints procedure is ineffective. Parents and carers do not use the school's policy. Leaders must ensure the effective implementation of the complaints policy.
- Leaders have not established a well-planned careers programme. Pupils do not have information about education, apprenticeships and employment opportunities. Pupils are not prepared for the world beyond school. Leaders must implement a careers programme so that pupils are well informed about their next steps.

- Leaders have not planned an effective PSHE programme. Pupils do not learn about the world around them. They do not develop knowledge about citizenship. They do not develop understanding of the literary and cultural influences that have shaped the UK. Leaders must ensure that a well-structured PSHE programme is implemented for all pupils.

## **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.

## School details

<b>Unique reference number</b>	138249
<b>DfE registration number</b>	839/6008
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10254664
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	23
<b>Number of part-time pupils</b>	5
<b>Proprietor</b>	Cheryl Hill
<b>Chair</b>	Donald McQueen
<b>Headteacher</b>	Cheryl Hill
<b>Annual fees (day pupils)</b>	£4,800 to £7,200
<b>Telephone number</b>	01202402021
<b>Website</b>	<a href="http://www.bournemouthchristianschool.co.uk">www.bournemouthchristianschool.co.uk</a>
<b>Email address</b>	<a href="mailto:switchedonchristianschool@gmail.com">switchedonchristianschool@gmail.com</a>
<b>Date of previous inspection</b>	11 to 13 September 2018

## Information about this school

- Bournemouth Christian School is much smaller than the average-sized school.
- An advisory board meets termly to support the school.
- The school does not use alternative provision.
- There is a large proportion of pupils with EHC plans at the school.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors met with the proprietor, headteacher and all other staff. Inspectors also met with the chair of the advisory board.
- The lead inspector held a telephone conversation with a representative of the local authority.
- Inspectors conducted deep dives in early reading, English, mathematics and history. This involved talking to leaders, teachers and pupils about the subjects. They also scrutinised curriculum plans and pupils' work and visited lessons.
- The school's safeguarding arrangements were reviewed. Inspectors met with the designated safeguarding lead, reviewed the school's recruitment checks and talked to pupils about their physical and emotional safety. Inspectors talked to pupils at breaktimes, lunchtimes and during the school day.
- A range of documentation was scrutinised, including the admissions register, health and safety documentation and pupils' attendance records.
- Inspectors looked at the free-text responses to Ofsted's online survey, Parent View. There were no pupil or staff responses to Ofsted's online questionnaire.

## Inspection team

Susan Aykin, lead inspector	His Majesty's Inspector
Philippa Darley	His Majesty's Inspector
Julie Carrington	His Majesty's Inspector
Martin Greenwood	Ofsted Inspector

## Annex. Compliance with regulatory requirements

### The school failed to meet the following independent school standards

#### Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
    - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(d) personal, social, health and economic education which-
    - 2(2)(d)(i) reflects the school's aim and ethos; and
    - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor-
  - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
  - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
  - 2A(1)(d) has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
  - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
  - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
  - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or



partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

## **Part 2. Spiritual, moral, social and cultural development of pupils**

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
  - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
  - 5(b) ensures that principles are actively promoted which-
    - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
    - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
    - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
    - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
    - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
    - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

- 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 16 The standard in this paragraph is met if the proprietor ensures that-
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

### **Part 5. Premises of and accommodation at schools**

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

### **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
  - 32(1)(b) this information is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate,
  - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;
  - 32(1)(i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority; and
- 32(3) The information specified in this sub-paragraph is-
  - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
  - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

## **Part 7. Manner in which complaints are handled**

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
  - 33(d) allows for a complaint to be made and considered initially on an informal basis;

## **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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Piccadilly Gate  
Store Street  
Manchester  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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