

# Inspection of Avonbourne Girls Academy

Harewood Avenue, Bournemouth, Dorset BH7 6NY

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Inspection dates:	15 to 16 October 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Good

The headteacher of this school is Michelle Dyer. This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Christian Brodie.

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

Pupils thrive at Avonbourne Girls Academy. They relish meeting the high expectations the school has of how they behave and what they can achieve. The purposeful and friendly atmosphere is underpinned by warm, supportive relationships. Pupils feel safe. They achieve, behave and attend very well.

The REACH values (respect, equality, ambition, community, hard work and determination) develop pupils' character. Pupils strive to live up to the school's values because these are meaningful to them. These values underpin pupils' exemplary behaviour.

A multitude of cultural, artistic, academic or sporting clubs enable pupils to develop their passions and interests. The school ensures that pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged take part in clubs and trips. Consequently, all pupils gain a rich set of experiences during their time at the school.

Pupils feel a strong sense of being part of their house communities. They learn the value of active citizenship as they contribute to the success of their house. Pupils have a positive impact throughout the school by becoming prefects, sports leaders or pupil 'Senior Leaders'. Many sixth form students are reading volunteers and well-being ambassadors.

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

Pupils, including those with SEND, achieve very well. They gain qualifications and experiences that prepare them for life beyond school. Some pupils have not achieved as well as their peers in public examinations in the past. However, current pupils have learned the curriculum well.

The school encourages pupils to have high aspirations. Consequently, pupils are eager to learn all that they can. Students in the sixth form relish the highly challenging work that they complete. They have an impressive knowledge of the subjects they are studying.

The curriculum is broad and highly ambitious. The school has identified exactly what pupils need to know and remember. Pupils revisit what they have learned and build on this. As a result, pupils develop a deep understanding of the subjects they study.

Teachers have expert knowledge of the subjects that they teach, and of how to enable pupils to learn as much as they can. New learning is explained clearly and linked to what pupils already know. Teachers rigorously check pupils' understanding. They rapidly identify and close any gaps in pupils' knowledge or skills. Pupils with SEND get effective support to learn the same curriculum as their peers.

Reading is integral to the curriculum. Pupils read daily from an ambitious range of texts which develop their reading and their understanding of important contemporary and historic issues. All teachers are highly skilled in supporting pupils to broaden their

vocabulary, including in the sixth form. Pupils at an early stage of reading are quickly identified. They get the help they need to develop their accuracy, fluency and comprehension.

Pupils are highly motivated. They work hard in lessons and conduct themselves sensibly around school. The rare instances of poor behaviour are managed consistently well so that learning is not hampered. Pupils who need to improve their behaviour get effective support to do so. Pupils are celebrated for demonstrating the positive character traits that are enshrined in the REACH values. Consequently, they understand the importance of these. Pupils who are experiencing difficulties, particularly with their mental health, get exceptional support which helps them continue to attend school and achieve well.

Pupils learn about topics such as consent and healthy relationships at an age-appropriate level. School celebrations of different faiths and cultures help pupils to be proud of their own heritage and to develop their knowledge of those who have different backgrounds to themselves. Theology is a valued part of the curriculum in the sixth form. Students develop a deep understanding of complex issues surrounding faith, culture and wider society.

Activities such as work experience, meeting employers and mock interviews prepare pupils well for their next stages in employment, education or training. Pupils also receive high quality careers information, advice and guidance to enable them to make good decisions about their futures. They understand how the curriculum links to particular careers.

Staff are well equipped for their roles. They get high-quality training and excellent support for their well-being. Leaders are relentless, they are keen to improve the school even further. Rigorous oversight by those responsible for governance and the trust ensures that leaders are both challenged and supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	138193
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10322257
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1185
<b>Of which, number on roll in the sixth form</b>	163
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christian Brodie
<b>CEO of the trust</b>	Sir Jon Coles
<b>Principal</b>	Michelle Dyer
<b>Website</b>	<a href="http://www.avonbourneacademy.org.uk">www.avonbourneacademy.org.uk</a>
<b>Date(s) of previous inspection</b>	6 to 7 June 2023, under section 8 of the Education Act 2005

## Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses three unregistered alternative providers and two registered alternative providers for a small number of pupils.
- The school is co-located with Avonbourne Boys Academy.

## Information about this inspection

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

2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into these subjects: English, mathematics, physical education, art, history and modern foreign languages.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector held discussions with the regional director of the trust, the chair of the board of trustees and the chair of the governing body.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey. Inspectors also spoke to pupils and staff in meetings and around the school site.
- Inspectors contacted some of the alternative provisions used by the school.

## Inspection team

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Paul Nicholson	Ofsted Inspector
Stuart Smallwood	Ofsted Inspector
Helen Kerr	Ofsted Inspector
Jonty Archibald	Ofsted Inspector

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