

Bohunt School

Inspection report

Unique Reference Number	116500
Local Authority	Hampshire
Inspection number	312344
Inspection date	17 March 2008
Reporting inspector	Brian Evans

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11-16
Gender of pupils	Mixed
Number on roll	
School	1273
Appropriate authority	The governing body
Chair	Dr R Morton
Headteacher	Mr A Taylor-Bennett
Date of previous school inspection	11 October 2004
School address	Longmoor Road Liphook GU30 7NY
Telephone number	01428 724324
Fax number	01428 725120

Age group	11-16
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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors gathered evidence from lesson observations, looking at pupils' work, assessment information, documents, interviews and discussions. They evaluated the overall effectiveness of the school and investigated the following aspects: the impact of senior and middle leaders on the overall development of the school, including a focus on its language specialism, students' achievement, especially in English and mathematics, and students' personal development and well-being. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is larger than average. The majority of pupils are White British. Numbers of ethnic minority students and of students who do not have English as their first language are well below average. The proportion of pupils eligible for free school meals is well below that usually found. Numbers of pupils who have learning needs or disabilities are below average. The school has Language College specialist status. It has Investor in People accreditation and is designated as an Enhanced Healthy School.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Bohunt is a good school. It is particularly successful in the way its leaders and managers have sustained rising standards and developed the curriculum in languages and in work-related learning to meet the needs of all students. This is further underpinned by students' excellent personal development and well-being. Most parents highlighted the happy ethos and well-organised learning environment. One parent wrote, 'I am very pleased with the school. Everyone has a very positive attitude and a strong belief that everyone is good at something.'

Overall standards are significantly above average and students of all attainment levels make good progress. The rising achievement levels are largely because senior and middle leaders consistently monitor teaching and learning and support the spread of good practice. Learning activities in lessons are extended by well-structured professional development and by investment in learning resources including information and communication technology (ICT). These initiatives result in a rising trend in students' performance in national tests and a significant increase in the proportion of students achieving five or more A* to C grades over the past five years in GCSE examinations. The unusual dip in standards of a small number of students in the English 2007 GCSE results have been carefully analysed and earlier intervention strategies introduced. Current tracking and assessment data show that the school is on course to meet, and in some cases exceed, its challenging targets at the end of Years 9 and 11 for the school as a whole and for English, mathematics and science. All students involved in language learning leading to qualifications make good progress. A significant number of students are entered successfully for GCSE languages in Years 9 and 10. The biggest impact on language standards has been through the school's work with their primary feeder schools. For example, students of higher ability admitted to Year 7 German classes now use a variety of vocabulary in a way previously expected of Year 10 students. Parents confirm that students with learning difficulties and disabilities and gifted and talented students make good progress and that their needs are met well.

Teaching is good. Students of all ages and abilities enjoy learning and make good progress. Boys and girls are encouraged to be independent in their learning. A student commented that '...it's cool to learn at Bohunt'. There is some outstanding teaching and learning. Teachers are invariably enthusiastic, know their subject, have high expectations and use assessment data to plan well and to evaluate the progress and performance of their students. The school recognises that there is some inconsistency between teachers in providing useful and positive guidance on raising performance levels of individual students. In discussion, students were fully aware of their current and potential attainment levels but are not so clear on what exactly they had to do to improve further. Teachers use their very good ICT skills to motivate students to learn more effectively. For example, Year 7 Spanish students enjoyed working with their teacher on an interactive whiteboard and so enabled them to learn their vocabulary task most effectively.

Students' personal development and well-being are excellent. The school lives up to its belief that students who are keen to come to school, who enjoy happy relationships with their peers and adults and who have high self-esteem are much more likely to achieve their personal and academic potential. Members of the 'student voice' feel that they are consulted well on a range of issues that affect them. For example, their successes range from modifying drinking fountains so that students can refill their water bottles to older students mentoring and supporting younger ones, especially in Year 7. Induction procedures prepare students well for life at Bohunt. A parent comments that although her son was only at school since September, 'I would not

have thought such a positive change of attitude to learning or such improvement in his behaviour could have taken place. It's amazing.' Students of all ages confirm that they feel safe in the school and that instances of bullying, harassment or racism, should they occur, are dealt with effectively. Attendance is above average. Disruptive behaviour is dealt with very effectively by staff. Parents and students are very aware of what constitutes healthy foods as well as the importance of an active lifestyle. Contact between the school and the local community is extensive and adds significantly to the breadth of students' learning experiences. A comprehensive programme of personal and social education and occasional focused activity days on topics such as drugs and careers prepare students very well for future adulthood and give them an understanding of a wide range of social and economic issues.

An innovative approach within an excellent curriculum that emphasises links between areas of learning is a hallmark of the school. The Language College work is a rich source of inspiration for many exciting curricular opportunities. In Years 8 and 9, learners of Chinese and Japanese are offered very good opportunities to gain graded accreditation. In a rural context, very significant progress has been made in establishing a broad range of vocational courses in Years 10 and 11 in partnership with a number of local colleges. These include, for example, Level 1 and Level 2 courses in catering, horticulture (also in the school curriculum), engineering, motor vehicle studies, sport and recreation and construction. The expressive arts curriculum, particularly music, is a strength that successfully extends students' learning outside the classroom. Impressive progress in ICT has been made since the last inspection. Participation in clubs and physical activities is outstanding. Sport is popular and the school is very successful in this too, for example, the Year 9 basketball team is currently one of the best nationally. Extra-curricular activities and after-school clubs are a very strong feature of the school, are very well organised and give students good opportunities to apply skills learned in timetabled lessons.

The school works very closely with outside agencies to evaluate pupils' needs and provides outstanding support and guidance to students. Academic guidance is excellent because it is based on the school's efficient monitoring of the progress of individual students. Leadership and management at all levels work brilliantly with all staff to sustain a continuing rise in standards based on accurate self-assessment procedures. The headteacher, with the full support of his governors and deputies, expertly combines great professional support for teaching and support staff with very high expectations of them. As a result, all feel valued and eager to respond ever more fully to the needs of the students. It is a significant element that ensures the school has excellent capacity for yet more improvement in standards from an already very high base.

What the school should do to improve further

- Ensure that teachers consistently provide useful guidance on what an individual student needs to do to improve further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

31 March 2008

Dear Students

Inspection of Bohunt School, Liphook, GU30 7NY

I am writing to let you know how much we enjoyed our visit to your school. It was a pleasure to talk to you and we very much appreciated the help you gave us during the inspection.

You will be pleased to hear that we think that Bohunt is a good school. It achieves above average standards and you are making good progress in your academic studies. We noted a number of excellent features during our visit.

- The headteacher, teachers and adults in the school work with you very effectively as a team to provide a good quality of education. Standards have been rising significantly over the past five years.
- The school's language specialism is developing very strongly and making a very good contribution to the local and wider community. We were especially impressed by the progress that younger students are making in their language studies.
- We liked the excellent relationships you have with each other and the respect that exists between you and your teachers and all adults in the school.
- The school has a very broad choice of courses which includes an unusually high range of vocational options in partnership with local colleges.
- A great many of you develop healthy lifestyles by taking advantage of opportunities to participate in the many extra-curricular activities on offer particularly in the expressive arts and in sport.

The challenge now is to achieve even higher standards in your work. I have asked your teachers to ensure that all of you are consistently aware of what you need to do to improve your work.

Once again, thank you for being so friendly and helpful.

Yours sincerely

Brian Evans

Lead Inspector