

# Westbourne Sports College

## Inspection report

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<b>Unique Reference Number</b>	124845
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	315081
<b>Inspection dates</b>	20–21 February 2008
<b>Reporting inspector</b>	John Mitcheson HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	1175
6th form	159
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Ron Impey
<b>Headteacher</b>	Mr Christopher Edwards
<b>Date of previous school inspection</b>	23 February 2004
<b>School address</b>	Marlow Road Ipswich Suffolk IP1 5JN
<b>Telephone number</b>	01473742315
<b>Fax number</b>	01473464825

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Westbourne Sports College is a larger than average secondary school with 1020 students in the main school and 159 in the sixth form. Most students come from the immediate area that has some social and economic disadvantage. The proportion of students eligible for free school meals is above average. The proportion of students from minority ethnic backgrounds is similar to the national average but high in comparison with other schools in the local authority. The proportion of students with learning difficulties and/or disabilities, including those with a statement of special educational need is well above average. Attainment on entry is below average. The proportion of students leaving and joining the school mid-course is higher than average. It has a smaller than average sixth form and has a hearing-impaired unit for nine students. The school became a specialist sports college in September 2006. It has the Sportsmark award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that serves its community well. It prides itself in being a fully inclusive school that welcomes students from an increasingly diverse range of social and cultural backgrounds. The school provides good care and support for all of its students, allowing them to integrate fully into the life of the school and achieve well. The headteacher has steered the school through some challenging times in recent years, into a position of increased strength and stability. Students and parents have much greater confidence in the school and acknowledge the many improvements made. Students told inspectors that 'This is now a good school', and one parent commented that, 'Standards have improved immensely because of better leadership from the headteacher. The school now has a culture more suited to learning and individual responsibility'.

Students starting points when they enter the school are below average. Their literacy skills, particularly reading, are under-developed. However, good teaching combined with high quality care ensures that the majority of students make good progress. In 2007, half of all students attained at least five good GCSE's, a significant achievement when compared with schools in similar circumstances. Results in information and communication technology (ICT) and health and social care are much higher than average. Staffing changes, particularly in English have had an adverse affect on the percentage of students attaining five GCSE's including English and mathematics, which is lower than average. The school acknowledges this and has now set clear targets for improvement. Most students attain five or more GCSE passes and almost all students leave Year 11 with at least one GCSE qualification.

Learners' personal development and well-being are good. Students lead healthy lifestyles. They make a good contribution to the school and local community and value the opportunity to run and manage school activities like productions and dances. Behaviour is good. The school's commitment to high attendance and few exclusions means that, at times, a minority of more challenging students find it hard to meet the schools expectations of them. This is managed effectively so it does not interfere with the learning of other students. Students enjoy school, feel safe and say that when bullying does occur, it is dealt with effectively. Students' spiritual, moral, social and cultural education is satisfactory.

Observations of lessons by inspectors confirmed the school's own view that teaching and learning are good. Positive relations between teachers and students boosts student confidence and promotes good achievement. A weekly reading programme in Year 7 helps to reinforce students' literacy skills and maintain their interest in books. All students have ICT lessons, but access to computers in other lessons is limited. Teachers set students challenging personal targets and make regular assessments to track how well they are doing. Students understand how this helps them to maintain their progress and teachers can quickly respond to signs of under-achievement.

A satisfactory curriculum meets the needs of the majority of students by offering a broad range of GCSE's complimented by vocational courses in Key Stage 4. Those students who do not choose a full programme of academic study pursue a combination of GCSE and other qualifications in school and at local colleges. Students benefit from a work experience placement, two hours of physical education (PE) each week and study for an accredited award in the subject. Students personal, social and health education is satisfactory. Students feel that guidance on sexual health and drugs and alcohol misuse is limited and inspectors agree with

them. Many students engage in a broad programme of sport, music, drama and educational visits.

Good care, guidance and support for students promote a caring and supportive ethos that contributes directly to their good personal development and achievement. All statutory requirements for safeguarding are met. A student support office acts as a 'one-stop shop' to provide the right sort of help and advice to students. The care and protection of looked after children and other vulnerable students are exemplary. Support for students with learning difficulties and/or disabilities is effective and allows them to make good progress.

Leadership and management are good. The headteacher, ably supported by his deputy headteacher, provide the vision and ambition to lead the school into the next phase of its development as a specialist sports college. He has distributed greater responsibility to a team of competent senior and middle leaders to generate further improvements in standards, student care and resources. They are now monitoring with greater consistency but more time is needed to see the full impact of these changes. Managers regularly observe lessons but these do not yet focus on developing the outstanding elements of teaching and learning. Self-evaluation is satisfactory but does not seek the views of all stakeholders. Governors have managed the budget effectively to aid the strategic development of the school and to achieve good value for money.

## **Effectiveness of the sixth form**

### **Grade: 2**

The sixth form is good. Enrolment and retention rates are rising. Standards have steadily improved over the past four years. A-level results are just below average. AS-level and vocational results are average. Given that standards on entry in Year 12 are below average this represents good progress. The school strives to meet the needs of all students wishing to remain in education. Those not ready for A-level study can access a well-designed programme of GCSE and vocational courses, including re-sits. Observations of lessons by inspectors confirmed that students make good progress.

Personal development and well-being is good. Weekly enrichment sessions and regular theme days allow students to pursue their sporting and cultural interests and explore ideas and experiences beyond the subjects they study. They behave responsibly, attend well and value the social side of the sixth form. They are actively encouraged to reflect upon their learning and develop high aspirations for continuing in education. Teaching and learning are good. Students receive good feedback on their progress, including guidance on how to improve. They make appropriate use of time allocated for independent study and their tutors are vigilant in supporting their progress. Students told inspectors that they would like better access to ICT facilities. Leadership of the sixth form is good, particularly in supporting and promoting the achievement of a wide range of students.

## **What the school should do to improve further**

- Increase the number of students who attain five good GCSE qualifications including English and mathematics
- Extend the use of ICT across the whole curriculum and ensure that all aspects of personal, social and health education are fully met
- Continue to develop the monitoring role of middle leaders to increase the amount of outstanding lessons

## **Achievement and standards**

**Grade: 2**

**Grade for sixth form: 2**

Achievement is good. Students enter the school in Year 7 with lower than average attainment. Standards remain below average in Key Stage 3 but most pupils make good progress in relation to their starting points and achieve well. In 2007, results improved in English, maths and science. The school met its targets in English and ICT and came close to meeting them in mathematics and science. Students maintain their good progress in Key Stage 4. Results in mathematics and in science improved significantly in 2007, but results in English declined. Students with learning difficulties and/or disabilities achieve well because of the high quality care and support they receive. The attainment of boys and girls varies each year and although no clear trend has emerged, the school recognises that recently girls have performed better than boys have. Specialist targets in 2007 were met in Key Stage 3 and sixth form PE, but not in Key Stage 4. The school has taken decisive action to rectify this and its own data suggests the majority of students should meet the challenging targets set for them this year.

## **Personal development and well-being**

**Grade: 2**

**Grade for sixth form: 2**

Students are receptive to the increasingly diverse cultural backgrounds of other students. Their behaviour and understanding adds significantly to the cohesiveness of the school and the community. The spiritual dimension of the school is under-developed. The student council is developing an increasing role in decision making within the school. Behaviour management is good because most students are respectful and respond well to teacher's clear expectations. Bullying and racist incidents are rare and are dealt with effectively when they arise. Healthy lifestyles are promoted through regular participation in PE and sport but teaching about drugs and sexual health does not give students a thorough understanding of these important issues. Dining arrangements are not conducive to healthy eating at lunchtimes. Students make a good contribution to the school and local community through fund-raising and through sports leadership in local primary schools. The good progress made in lessons, especially literacy and numeracy, and work experience, is helping to secure their future economic well-being effectively.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Teaching and learning are good. Teachers provide a range of challenging activities and employ skilful questioning to involve the students fully in their learning. Marking often provides students with a clear explanation of how to improve their work, but this is variable between subjects. Lesson planning is consistent but not all teachers plan tasks that accommodate lower attaining students or provide challenge for the more able. The school acknowledges that further focused observations and sharing of good practice will help to increase the proportion of good and outstanding teaching and raise achievement further.

## **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 2**

The school has invested in new equipment and staff training to increase access to ICT, but this is relatively new and its use to enhance learning across all subjects is not yet widespread. A wide range of options in Years 10 and 11 include entry-level qualifications and allows those students with learning difficulties and/or disabilities to achieve well. Provision for gifted and talented students is developing satisfactorily. These students are clearly identified and a growing number of activities are provided for them. There is an extensive programme of enrichment activities and educational visits to support learning. Personal, social and health education is satisfactory but does not provide enough guidance for students on sexual health and drugs and alcohol misuse.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

Staff are fully committed to promoting student's well-being and safety. Students' relationships with staff are very good and they say that that they know who to approach if they need help or ever feel at risk. Close links with families and a range of support agencies help to make sure that students are well supported. Students arriving from other countries and a small number excluded from other schools receive good care and support to achieve well. However, not all teachers refer often enough to the individual education plans of students with learning difficulties and/or disabilities in their planning. Learning support staff do not regularly check to see if specific targets are being met. Tracking data is regularly shared with students to let them know how well they are performing and what the next steps are to improve further. Senior managers regularly review this information to track how well students are progressing, and share this information with parents. Students speak favourably about the advice and guidance they receive about further study or the world of work.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

Since the previous inspection middle managers have been given greater responsibility for raising achievement and are much more accountable for their areas of responsibility. The involvement of all middle managers in monitoring teaching and learning is not yet firmly focused on increasing the amount of outstanding lessons. There is a good system of setting challenging academic targets for students and identifying where intervention is needed. Governors have weekly meetings with the headteacher and governors' committees operate effectively to guide the development of the school. A deficit budget has been cleared, and the school is beginning to use its new specialism in sport to extend provision for students and the local community. Capacity to make further improvements is good.

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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	16-19
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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	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	2	2
The capacity to make any necessary improvements	2	2

### Achievement and standards

How well do learners achieve?	2	2
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	2	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?	2	2
The extent of learners' spiritual, moral, social and cultural development	3	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	2	
The attendance of learners	2	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	2
How well are learners cared for, guided and supported?	2	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	3	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
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	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	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

22 February 2008

Dear Students

Inspection of Westbourne Sports College, Marlow Road, Ipswich IP1 5JN

Earlier this week I visited your school and found it to be good. Your input was vital in helping me to make this judgement, so thank you for allowing me and my team of inspectors to join you in lessons, talk with you and look at some of your work. I also spent time with some of your teachers, met with the chair of governors and read many letters from parents.

You and some of your parents told us about the improvements made in the school and that it is a safe and enjoyable place to be. I was particularly impressed with the progress most of you make throughout all Key Stages. It was also good to see from the displays around the school the large numbers of you that participate in enrichment activities and educational visits. You all share very positive relations with staff and know who you can talk to if you have concerns. Many of you make use of the student services office and other staff to help you achieve what you are capable of. This high quality care and support contributes directly to your enjoyment and achievement in school.

Most students make good progress but not enough attain five good GCSE pass grades including English and mathematics. I did not see many of you using ICT in lessons and some of you expressed concerns that your personal, social and health education does not provide you with all the information you want. Therefore, I have asked your senior teachers to make three further improvements:

- Ensure that a greater number of students attain five good GCSE qualifications including English and mathematics
- Encourage greater use of ICT across the curriculum and ensure all aspects of personal, social and health education are met
- Continue to develop the monitoring role of middle leaders to increase the amount of outstanding lessons

The headteacher and his team of staff lead and manage your school well. You can help them by asking your school council to share your views about the school with senior teachers. Once again, thank you for your help and I wish you all well.

Yours sincerely

John Mitcheson

Her Majesty's Inspector