

Harewood College

Harewood Avenue, Bournemouth, BH7 6NZ

Inspection dates 5–6 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students' attainment and progress have improved steadily since the previous inspection. The most notable improvements have been in English and science, with achievement in mathematics now improving as well.
- All groups of students achieve well. This includes those who speak English as an additional language, are disabled or have special educational needs, or who are disadvantaged.
- Teaching has also improved. Teachers plan work that stretches students and takes account of what they have learned before. Students that fall behind are given good support.
- Students behave well and are very enthusiastic about college life. They report little bullying and recognise recent improvements at the college. The college takes appropriate action to keep them safe.
- Leaders and managers have a shared vision of a high achievement across the academy trust. They have been successful in developing a culture of learning and progress brought about by good teaching.
- The curriculum is developing well. It promotes success in gaining qualifications and supports students' spiritual, moral, social and cultural development, including their understanding of British values.
- The governors are effective in their work. They challenge school leaders to improve and check the college's success, for example in keeping students safe and providing good guidance for the next stage of their education.

It is not yet an outstanding school because

- While the most-able students achieve well, they are capable of even greater success, notably in mathematics.
- Marking and feedback to students have improved since the previous inspection, but some teachers use them more effectively than others.
- There is room for improvement in the range of approaches used to communicate with parents.

Information about this inspection

- Inspectors observed learning in 26 lessons. Some of these observations were carried out jointly with senior leaders.
- Inspectors scrutinised the written and other work of groups of students, notably in English, mathematics, science and history, in order to determine their progress over a period of time.
- Inspectors reviewed documents, including those about students' attainment and progress, behaviour and safeguarding. They also analysed data concerning the attainment and progress of current students, supplied by the college.
- Meetings were held with staff, members of the governing body and with two external consultants employed by the college. Meetings were held with three groups of students; for two of these, the students were chosen at random by inspectors from lists supplied by the college.
- The views of 21 parents and carers who submitted them on the Ofsted online Parent View survey were analysed and taken into account. Telephone conversations were held with a small number of parents at their request. The views of 37 staff who completed a questionnaire were also considered.

Inspection team

Paul Sadler, Lead inspector	Additional Inspector
Geoffrey Wybar	Additional Inspector
Ian Tustian	Additional Inspector
Rachel Clarke	Additional Inspector

Full report

Information about this school

- The college is part of The Avonbourne International Business and Enterprise Trust (the Trust). It works closely with Avonbourne College, its partner school located on the same site. This school educates girls aged 11 to 16 and has a mixed sixth form to which some students from the college transfer at the end of Year 11.
- The college is smaller than the average-sized secondary school.
- The proportion of students who are disabled or have special educational needs is broadly average. Most of these students have moderate learning or behavioural difficulties.
- The proportion of students entitled to the pupil premium is above average. The pupil premium is allocated for students who are looked after, or who are known to be eligible for free school meals.
- The proportion of students from minority ethnic groups is average. The proportion who speak English as an additional language is above average. The first languages of these students are mostly Polish and Portuguese. Some of these students are at an early stage of learning to speak English when they join the college.
- The college uses two alternative providers for specialised vocational courses in Years 10 and 11. These are Bournemouth and Poole College and Paragon Training. The numbers of students attending these courses are small.
- The executive headteacher is a Local Leader of Education. She was originally headteacher of Avonbourne College and provided support for Harewood College. At a later date, she was appointed executive headteacher of the Trust.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Bring about outstanding student achievement through excellent teaching by:
 - ensuring that all teachers use marking and feedback that enables students to improve their work by drawing on the very good practice that already exists within the college
 - enabling the most-able students to make the best possible progress, especially in mathematics.
- Broaden the range of strategies used to engage parents in their children's education, especially those parents who would value gaining more confidence in doing this.

Inspection judgements

The leadership and management are good

- College leaders and governors share a highly positive vision for the future of the Trust. This vision is to provide an excellent education for all students and pupils from when they start school at age three or four, to when they leave at 18.
- Since the previous inspection in 2013, there has been a sea change in the culture of the school. Students are keen to learn and are enabled to do so through teaching that is consistently good. Students' attendance and behaviour have both improved markedly and this is now leading to better progress and improved attainment. As one external consultant commented 'These changes are fully bedded in, there will be no slipping back.'
- The management of teachers' performance is rigorous and effective. Staff have received high-quality programmes of professional development designed to improve their individual and collective performance.
- Although other senior leaders play a full part and middle leadership, the work of the executive headteacher has been the inspiration for the improvements in ensuring consistency and improving student achievement. For example, the leadership of English and science is highly effective and that of mathematics is improving at a fast rate.
- Additional resources such as the pupil premium are used very well to ensure that all those students who are entitled to them achieve well. Gaps in their performance when compared with others are closing, and in the case of some, such as those who speak English as an additional language, have closed completely. This demonstrates the college's effective promotion of equality of opportunity.
- The curriculum has been adapted well to ensure that it meets the needs of all students. A greater proportion are studying courses that will give them a wide range of opportunities at the next stage of their education. In collaboration with other schools, the college is rightly trying new approaches to the assessment of students' progress. There is an appropriately strong emphasis on the teaching of basic skills of reading, writing and using mathematics.
- There are good opportunities for pupils' spiritual, moral, social and cultural development. For example, in science, Year 10 students discussed the moral implications of the selective breeding of animals for meat. British values of fairness, tolerance and democracy are well developed through the curriculum, for example, through work linked to remembrance. Students are well prepared for life in modern Britain.
- Arrangements to keep students safe meet all requirements. Risk assessments for potentially hazardous activities are thorough and staff are well briefed on the issues that these raise.
- The attendance, behaviour and progress of students at additional provision are appropriately checked on a weekly basis. Any problems that arise are dealt with quickly.
- Students speak highly of the independent advice and guidance they receive for the next stage of their education. They value particularly their easy access to an independent adviser based in the school. The proportion of leavers not in education, employment or training at age 17 has fallen rapidly in the last few years.
- College leaders have sought high-quality external advice and have acted on the recommendations made, contributing to the improvements seen in the college.
- Much work has been done to increase the involvement of parents in their children's education. This includes guidance and additional reports on their progress. Nevertheless, a few parents feel that communication could be improved. For example, a few parents feel that access to internet resources for homework assignments is a problem. They also report that communication with the school is not sufficient to help parents understand ways to assist their children's learning more at home.
- **The governance of the school:**
 - Governors are effective and have a thorough knowledge of the college and of how its performance compares with other schools locally and nationally. They have used this information well to challenge senior leaders, such as to improve the quality of teaching in specific subjects such as science.
 - Governors have an accurate overview of the quality of teaching in the college. They understand how teachers' performance is managed, and of how good teaching is rewarded. They are aware of how underperformance is tackled.
 - Governors are well trained, for example on the use of data. They meet their duties to ensure students are safe, although they acknowledge that the training of some on safer recruitment requires updating. They ensure that additional resources are used effectively for their intended purpose.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of students is good. Students pay attention to their teachers and get on with their work. They respond with interest to teachers' questions and listen carefully to each other's sometimes detailed answers. They help each other when appropriate, for example when carrying out a scientific investigation.
- Students arrive promptly at the start of lessons and settle to work quickly.
- The college is free of litter and behaviour outside the classroom is good. Students mix well regardless of ethnic background or language. This shows that the college successfully promotes tolerance, positive relationships and tackles discrimination. A particularly successful initiative has been where students joining the college with limited English are supported by another student.
- Students agree that behaviour has improved markedly over the past few years. They say that bullying which was once a problem, is now a rarity. College records confirm this. They are very alert to issues such as cyber-bullying, homophobic bullying and racist behaviour. A student said: 'Now, if someone uses the word 'gay' in a bad way, they are challenged by other students as well as staff.'
- Students' behaviour and punctuality at the alternative provisions are checked regularly and have not given rise to any problems in the recent past. Staff visit the provisions regularly and have good communication with the staff there.
- In a few lessons, when there is a pause, such as to distribute materials, noise levels rise unnecessarily through idle chatter. This is why behaviour is not outstanding.

Safety

- The college's work to keep students safe and secure is good. All necessary checks are carried out on adults and child protection arrangements meet requirements. Staff are well trained, including on matters such as child sexual exploitation that might have a wider bearing on students' safety. The college also has good relationships with external agencies such as the Local Safeguarding Children Board.
- Attendance has improved markedly since the previous inspection. Having been well below average with much persistent absence, attendance is now above the national average, with persistent absence well below average.
- This improved attendance reflects the turnaround in students' attitudes to their education. For example, some Year 11 students recently attended the parents' evening without their parents, as they wanted the guidance that staff could offer.
- Students have a good understanding of safety matters related to their use of the internet.
- Risk assessments for outdoor and hazardous activities are thorough and such events are well led. In a few lessons, a small number of very inexperienced staff do not check that students are following safety instructions with sufficient thoroughness.
- Staff check that alternative provision is safe, including where courses involve potential hazards, such as motor vehicle maintenance.

The quality of teaching is good

- Teaching has improved markedly since the previous inspection. The school supplies staff with good-quality data which they use well to plan work that meets the needs of groups of students within the class.
- Students respond well to challenging work. For example, work over a period of time in Spanish shows how students extend their ability to use the grammar and vocabulary successfully. However, the level of challenge does not always extend the most-able students, particularly in mathematics.
- Students' abilities to read, write and use mathematics successfully all develop well over time, reflecting the importance placed on these skills through the teaching in a range of subjects.
- Teachers are alert to the needs of different groups of students, such as those who are disabled or have special educational needs, and those at an early stage of learning English. Additional adults are used well to help these students, with most intervening correctly to speed up learning, rather than giving answers.
- Marking and feedback have improved in most classes. Many teachers routinely pose questions that extend students' understanding and check the students' responses. However, this is not always the case and the impact of the feedback in some subjects is variable. English and geography are subjects where marking and feedback are of consistently high quality.
- The quality of assessment is another improving feature of the teaching. Students have a very good

understanding of how they are working towards their challenging targets, which many seek to exceed. They assess their own and each other's work, enabling them to see how their work might be improved.

- College leaders are rightly trialling a new scale of assessment. Students are beginning to respond well to this as their understanding grows of how it links to GCSE success.
- Homework is used well to further students' understanding and is usually completed carefully and on time. Sometimes, homework requires access to internet-based resources and a few parents say that this is easier for some students to complete than it is for others.
- The improving quality of written work reflects growing pride on the part of students. This is a reflection of the improving teaching and the increasing expectations of staff about what students are capable of achieving.

The achievement of pupils is good

- Many students start Year 7 at the college having attained below-average standards in English and mathematics at the end of Year 6.
- Both the attainment and the progress of all groups of students in most subjects are improving. In 2014, many of the measures of progress were higher than the national average. In English and mathematics, proportions making the progress expected are close to average, with a growing number making even more progress, especially in English.
- Analysis of students' written work over time shows that current students, including those in Year 11, are making improved progress. This confirms the school's own assessments that predict significant improvements in GCSE results in 2015, including in mathematics.
- The proportion of the most-able students attending the college is small. Most reach high standards in many subjects, notably biology, chemistry, drama and graphics. An increasing proportion attain highly in English, but improvement in mathematics among this group to date has taken place more slowly.
- Gaps in the performance of disadvantaged students when compared with other students are closing. In 2014, on average, these students attained GCSE passes in English and mathematics that were about one grade lower than students nationally who were not disadvantaged. This is an improvement of half a grade since 2012. Within the college, the gaps in performance in both subjects were less than half a grade, again representing an improvement on earlier years. Students' work and the college's data show that gaps should close further in 2015.
- Pupils who are disabled, and those with special educational needs, achieve well. As with other groups, their achievement is improving. This group achieved particularly well in mathematics and science in 2014.
- Students from minority ethnic groups and those who speak English as an additional language achieve as well as other students within the college. This includes those who are at an early stage of learning English when they arrive, many of whom make very rapid progress.
- Students attending additional provision achieve well. Pass rates for the courses they study are close to 100%.
- The college does not enter students for GCSE examinations earlier than the usual time.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138171
Local authority	Bournemouth
Inspection number	453756

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	630
Appropriate authority	The governing body
Chair	Janet King
Headteacher (Executive)	Debbie Godfrey-Phaure
Date of previous school inspection	13–14 February 2013
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