



# **INDEPENDENT SCHOOLS INSPECTORATE**

**BOURNEMOUTH COLLEGIATE SCHOOL**

**INTERIM INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Bournemouth Collegiate School

The preparatory department was inspected at the same time and a separate report published.

Full Name of School/College	<b>Bournemouth Collegiate School</b>		
DfE Number	<b>837/6002</b>		
Registered Charity Number	<b>1016538</b>		
Address	<b>Bournemouth Collegiate School College Road Bournemouth Dorset BH5 2DY</b>		
Telephone Number	<b>01202 436550</b>		
Fax Number	<b>01202 418030</b>		
Email Address	<b>senior-admin@bournemouthcollegiateschool.co.uk</b>		
Principal	<b>Mr Stephen Duckitt</b>		
Chair of Governors	<b>Mrs Nina Dunne</b>		
Age Range	<b>11 to 18</b>		
Total Number of Pupils	<b>355</b>		
Gender of Pupils	<b>Mixed (191 boys; 164 girls)</b>		
Numbers by Age	0-2 (EYFS):	<b>0</b>	5-11: <b>0</b>
	3-5 (EYFS):	<b>0</b>	11-18: <b>355</b>
Number of Day Pupils	Total:	<b>256</b>	Capacity for flexi-boarding: <b>7</b>
Number of Boarders	Total:	<b>99</b>	
	Full:	<b>84</b>	Weekly: <b>8</b>
Inspection dates	<b>29 Nov 2011 to 30 Nov 2011</b>		

## PREFACE

This report is according to the *Independent Schools Inspectorate (ISI) schedule for INTERIM inspections*. The inspection is a two-day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in September 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

A specific inspection of boarding was not carried out and the report does not contain judgements on the National Minimum Standards for Boarding Schools. Any comments on boarding arising from this inspection are in the context of the school as a whole. The existing report on boarding was produced in June 2011 by the Children's Directorate of the Office for Standards in Education (Ofsted) and can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Children's social care/Boarding school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Bournemouth Collegiate School is a co-educational day and boarding school for pupils aged 3 to 18 years. The school was formed in September 2009 following the merger of two independent schools in the Bournemouth and Poole areas. The Prep and Senior schools occupy sites approximately six miles apart and are under the overarching leadership of the Principal. The school is owned by the United Church Schools Trust (UCST) which has overall responsibility for the governance and management of the school. The board of local governors exists to provide local advice for both sections of the school. The current principal was appointed in May 2009.
- 1.2 Since the merger many changes in staffing have taken place. Aims and philosophy have been reviewed. Financial investment from the UCST has allowed for the development of new facilities. On the senior site these include a complete refurbishment of the boarding facilities, new and redeveloped classrooms, development of information communication technology (ICT) and upgrading of sporting facilities.
- 1.3 The school aims to give an excellent education which will provide the academic qualifications and personal qualities needed to enable each pupil to succeed in the future. It aims to encourage self confidence, the ability to work well with others as well as independently and a sense of responsibility to the wider world. It has a strong and inclusive Christian ethos and places a high value on the core virtues of honesty, integrity, respect, kindness and courage.
- 1.4 The senior school currently has 355 pupils, with roughly equal numbers of boys and girls, and 76 pupils in the sixth form. The analysis of standardised data shows that the school's academic profile is generally above average, although there are some year groups in which a number of pupils are average or below average. The social and ethnic backgrounds of pupils are diverse. Just under a third of pupils board, the majority coming from Asia and others from Eastern Europe, Africa and the UK. Day pupils come from within a 20 mile radius. The school identifies 41 senior school pupils as having special educational needs and/or disabilities (SEND) and two pupils with formal statements of special educational need. There are 117 pupils who have English as an additional language (EAL) of whom 58 require support from the school.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## 2. THE SUCCESS OF THE SCHOOL

### **The quality of the pupils' achievements and their learning, attitudes and basic skills**

- 2.1 Pupils are well educated in line with the school's aims and their overall level of achievement is good. The school's good curriculum covers all the required areas of learning well and is suitable for the needs of each individual, including those with SEND and with statements of special educational need. The pupils are generally articulate and have a sound grasp of mathematical and scientific concepts. Creative abilities are developed well in the curriculum, but use of ICT by pupils in lessons is limited. The majority of pupils go on to university after completing the sixth form.
- 2.2 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been above the national average for maintained schools. Given the variable numbers in the sixth form, statistical analysis is not reliable but results indicate that performance at A-level has been similar to or below the national average for maintained schools, with around a third of results in 2011 being at grades A\*-B. Results have been adversely influenced in recent years by a significant proportion of students from overseas with EAL joining the sixth form. There is a wide ability range and pupils are achieving good results in relation to their abilities, indicating that their progress is above average.
- 2.3 The pupils are good learners and most have a positive attitude to study, although a minority of students become less focussed in lessons when there is inappropriate challenge. Pupils with EAL receive very good support from the school; however the difficulties created by different levels of language competency means that the progress of such pupils is variable.
- 2.4 Overseas pupils joining in Year 11 and the sixth form are well supported by the EAL department, and the school adapts their timetables as necessary; for example, a small number of overseas pupils complete a one year GCSE course. Pupils identified as more able have opportunities outside lessons to engage in challenging extra activities or projects which successfully extend them. Overseas and local trips usefully enrich the pupils' educational experiences.
- 2.5 Pupils benefit from the many opportunities for additional academic support outside the classroom offered in activity time. There is a wide range of extra-curricular activities available. This includes some art and music; however, the strong emphasis on sport means there are fewer opportunities for pupils who are not sports minded. Many pupils enjoy significant personal and team success in the school's sports academy programme at regional, national and international level in a range of sports.
- 2.6 Teaching is never less than satisfactory and is often good. Lessons are well structured, making good use of the generous provision of technology. Some teaching engages the attention of all students; in some lessons, however, pupils' chatter is not effectively controlled, resulting in inattentive behaviour which slows the pace of learning. Lesson plans show that teachers are aware that the pupils have a wide range of abilities, but suitably varied tasks were rarely provided, which slowed the overall progress of the class. Written work also gave little indication of tasks being tailored to meet the needs of individuals, including those identified as more able. There is considerable variation in the standard of marking, this being cursory

in some instances; the best marking was thorough, encouraging and set helpful targets for improvement.

### **The quality of the pupils' personal development**

- 2.7 Pupils' personal development is good. By the time they reach the sixth form, pupils are articulate and cheerfully self-assured individuals. Pupils are generally courteous, although movement around crowded corridors is sometimes disorderly. Pupils have a well-defined sense of right and wrong. They understand the importance of such virtues as honesty and kindness in dealing with others. Pupils are willing to take responsibility, for example as form prefects. Older pupils take responsibility for helping their juniors and show leadership in shaping the school community via the developing system of peer mentoring.
- 2.8 Pupils show a good awareness of the needs of those less fortunate than themselves. Their lively understanding of global issues is demonstrated by the range of charities they support, including a school in Nepal and a charity for disabled servicepersons. Pupils' good understanding of and respect for diverse cultures, traditions and beliefs is strongly supported by the multi cultural nature of the school.
- 2.9 The provision for pupils' welfare, health and safety is good. Pastoral care for the pupils is strong. It focuses closely on the needs and welfare of the individual and all staff contribute to the excellent care, support and guidance of the pupils. Relationships between staff and pupils and between the pupils themselves are very good, promoting a positive atmosphere. Bullying is rare but, should it occur, pupils are confident it will be dealt with sensitively. Anti-bullying strategies are robust and given a high priority.
- 2.10 Thorough measures to ensure the pupils' safety are in place and implemented successfully. Good steps are taken to reduce the risk of fire and other hazards. Staff are suitably trained in first aid; first aid policies and practices are clear, with adequate provision made for those who are ill. Admission and attendance registers are correctly maintained and stored. All required checks to ensure the suitability of adults working with children have been undertaken. The food provided by the school is wholesome and healthy, offering a degree of variety.
- 2.11 The boarding experience plays a valuable part in the pupils' personal development, and contributes effectively to the fulfilment of the school's aims. Pupils are strongly appreciative of the supportive and nurturing relationships within the houses. Boarders feel safe and secure and enjoy the range of activities organised for them. The standard of girls' boarding accommodation has recently been substantially improved and the school aims to improve the boys' accommodation further in the future.

## **The effectiveness of governance, leadership and management**

- 2.12 The overall quality of governance is good. Substantial investment by the UCST has provided the school with many new resources, including excellent ICT provision throughout the school. Strong support and challenge from the centre is encouraging the school to be ambitious in its planning for the future. Although some local governors have not found it easy to come to terms with the change in governance structure consequent on joining the UCST, they are supportive of the school. Some are becoming more actively involved with the school. There are local governors with specific responsibility for boarding and for child protection issues; all governors have received training in this important area. Governors are well informed by reports and presentations from staff and discharge their legal responsibilities for welfare, health and safety effectively.
- 2.13 Leadership and management of the school are good. The school has changed considerably since the previous report in 2008. Energetic and fiercely determined leadership from the top is managing the challenges of continued rapid development effectively. Senior leaders are very clear in expressing the school's new vision and setting rigorous standards for all members of the school community. They are taking measures to address the pressures created by the rapid expansion of the school whilst continuing to press forward towards overall excellence. Great efforts are made to ensure that the prep department and senior school work together despite the logistical challenges.
- 2.14 There are good systems for monitoring the work of departments although inconsistencies of practice in classrooms and in marking remain. Some staff are making effective use of the large amount of data now available in order to help pupils progress. Others, however, do not yet understand the potential of such data for supporting improvement.
- 2.15 School leadership places a strong emphasis on pupils' welfare. Procedures to ensure the safety and well-being of the pupils are strong and rigorously implemented; checks are correctly recorded and staff trained appropriately. Close attention is paid to the standard of accommodation, with action taken rapidly to correct problems and plans put in place to improve facilities further.
- 2.16 Links with parents and guardians are good. Parents are regularly informed about the personal well-being and progress of their children through a combination of baseline test results, written reports and grade cards. Parents are kept well informed about school activities and key issues through the website, weekly updates and regular newsletters. The school encourage enquiries or initiates contact in the event of any concern. Parents of current and prospective pupils are provided with all the required information. The majority of parental and pupil responses to the pre-inspection questionnaires expressed overall satisfaction with the school. The school has clear and appropriate procedures to deal with complaints and these have been followed carefully in resolving parental concerns.

### **3. ACTION POINTS**

#### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2010.

#### **(ii) Recommendations for further improvement**

- 3.2 The school is advised to make the following improvements.
1. Share good practice in classroom management to ensure all pupils are kept focussed throughout a lesson.
  2. Ensure that pupils of all abilities are suitably challenged in lessons.
  3. Engage pupils more actively in using ICT in lessons.
  4. Extend the range of extra-curricular activities to provide more opportunities beyond academic support and sporting interests.

## **INSPECTION EVIDENCE**

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Colette Culligan

Reporting Inspector

Mr Tony Halliwell

Head, SHMIS school