

Bourne Community College

URN: 126069 | Inspected: 06 January 2026

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

Pupils, including those who are disadvantaged, do not consistently achieve as well as they should in national examinations. Where leaders have focused their attention on particular curriculum areas, such as mathematics and English, outcomes have been more positive. However, there is variability across different key stages and in other curriculum areas in terms of how successful pupils are in their learning. In some subject areas, there are indicators that current pupils are achieving more securely. However, in other curriculum areas, there are persistent trends of underachievement that do not show sufficient signs of improvement. Pupils develop secure foundations in mathematics and reading. This supports them to be ready for the next stages in their learning. Pupils do not achieve as well in their writing. Pupils' written work is often inaccurate and lacks sufficient detail to explain their learning and thinking clearly.

Curriculum and teaching Needs attention

The delivery of the curriculum is variable. Sometimes, teaching approaches do not enable pupils to learn sufficiently well. Leaders are accurate in their assessment of where teaching is effective and where it needs to improve. However, the actions they take to address less secure teaching are not currently having the necessary impact to bring around rapid improvement. Typically, teachers have secure subject knowledge and explain new learning clearly. They teach the curriculum in an appropriate sequence that is designed to help pupils build knowledge over time. However, there is variability in how well staff use assessment to adapt their teaching choices. This means that some pupils, including those who are disadvantaged, do not access the intended learning as successfully as they could. For some pupils, learning is not as ambitious as it needs to be. Pupils are well supported to secure the mathematical knowledge and reading skills they need to ensure they are ready for the

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in their learning. Reading is prioritised in the school. Pupils have many opportunities to practise reading, which helps to develop their spoken communication. However, pupils do not yet have sufficient opportunities to develop and improve their writing skills, particularly in key stage 3.

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Inclusion

Expected standard

Leaders are knowledgeable about how best to support pupils with special educational needs and/or disabilities (SEND). Staff build positive relationships with families before pupils join the school so that effective partnership working commences swiftly. Staff identify needs accurately and use this to adjust provision so that pupils successfully access their learning. The specially resourced provision for pupils with SEND effectively supports pupils to learn alongside their peers. It provides well-matched specialist support where this is needed. Leaders assess and review the impact of support that pupils receive so that this can be improved. Leaders work effectively in partnership with other professionals to ensure that pupils known, or previously known, to social services are well supported. Staff ensure that the needs of young carers are well understood so that any barriers to their achievement and wellbeing are successfully removed. Leaders identify the right priorities to help disadvantaged pupils to be successful in their learning. The school's pupil premium strategy flexibly addresses pupils' changing needs. For example, leaders review and refine the support they provide to successfully remove barriers for pupils. Consequently, there is positive impact with some pupils' engagement in learning and their outcomes. The school uses alternative provision appropriately and only where it is in a pupil's best interests.

Leadership and governance Needs attention

Leaders lack precision in some areas of their work. As a result, some improvements have not been maintained over time or have been too slow. For example, while leaders have strengthened successfully the provision for pupils with special educational needs and/or disabilities, they have not had the same success with improving disadvantaged pupils' achievement and attendance. Staff are in receipt of regular training opportunities. However, in some areas of the curriculum, leaders have been slow to address deficiencies in some staff expertise. Governors have a broad understanding of the school's work and their statutory responsibilities. However, they are not sufficiently robust in challenging leaders. They lack the expertise to hold leaders to account effectively when checking the impact of some of their work. Governors are considerate of leaders' wellbeing and are committed to supporting the school. Since the start of the academic year, leadership responsibilities in the school have needed to be temporarily realigned. Leaders have adapted positively and proactively to this change, remaining focused on decisions that are in the best interests of pupils. They have also been considerate of the wellbeing of staff through this transition. They ensure that staff feel well supported and that workload is considered when making important changes to the school's work.

What it's like to be a pupil at this school

Pupils are happy and safe in this inviting community school. Pupils enjoy the many opportunities they have to enrich their learning and to widen their experiences. Pupils recognise how trips to Auschwitz and Ghana support their understanding of the history and culture of other countries. Pupils understand the importance of equality. They know that discrimination is not acceptable. Pupils are respectful of one another's differences and show kindness to each other. Pupils are well prepared for life in modern Britain. They understand how to keep themselves safe and understand the difference between right and wrong. Pupils have a positive community

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ethos. They are proud to represent their school in the local area and to make a positive contribution to the wider world. Pupils offer their support in local care homes and have shared their artwork as part of a rail safety campaign. Pupils recognise how the school has made positive improvements in its approach to behaviour. As a result, poor behaviour and bullying are rare. Staff build positive relationships with pupils and their families to ensure that pupils are supported effectively. Staff know pupils well and understand their needs. Pupils with special educational needs and/or disabilities (SEND), including those who attend the school's specially resourced provision for pupils with SEND, are well supported in their learning. Sometimes, the barriers to success for disadvantaged pupils are not addressed as successfully. As a result, some disadvantaged pupils do not attend school as often as they should, and in turn do not achieve positive outcomes. Generally, pupils enjoy their lessons and have positive attitudes to their learning. Mostly, they respond well to the routines and expectations that staff have of them. However, sometimes teaching activities are not well matched to pupils' needs, and as a result, some pupils do not achieve as well as they could.

Next steps

- Leaders should check carefully that their attendance strategy is having the intended impact of reducing persistent absence, particularly for disadvantaged pupils, and take swift action where needed.
- Leaders should ensure that highly effective teaching is embedded across the school so that pupils, including those who are disadvantaged, can achieve in line with their potential.
- Leaders should check on the impact of their work accurately and act on their findings in order to make necessary improvements to provision in a more timely manner.
- Governors should ensure that they broaden their expertise so that they can challenge leaders and hold the school to account more effectively.

Personal development and wellbeing

Expected standard

Pupils are well supported in their personal development. The school provides a range of opportunities to broaden pupils' experiences and develop their talents. Pupils appreciate the variety of trips they can attend, alongside sporting, creative and wellbeing activities. Pupils are routinely encouraged to reflect on their views and perspectives. They have a clear appreciation of cultural and social diversity. Leaders have forged positive international links with other schools. Pupils are able to visit and learn about the differing challenges and traditions in other cultures through these connections. Pupils are proud of their local community. They enjoy participating in volunteering opportunities and fundraising activities that help to improve their local area. Pupils value the leadership opportunities that help them to have their say in shaping their school. They demonstrate maturity and an awareness of fundamental British values, such as democracy, when discussing their ideas through school council. Pupils learn effectively about how to stay safe and healthy. They understand how to build positive relationships and are typically well prepared for the next stage of their development. Leaders recognise that priorities for young people may change over time. They adapt pupils' learning where needed to ensure that

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pupils understand any emerging risks they need to be alert to. Pupils appreciate how important learning, such as online safety, is brought to life through assemblies and workshops. Pupils learn effectively about different careers. They receive helpful advice and guidance that enables them to choose suitable

next steps

. Disadvantaged pupils, and those with special educational needs and/or disabilities (SEND), receive tailored support that helps them to access well-matched pathways. There is a deep sense of belonging in the school. Pupils benefit from nurturing pastoral care. Leaders ensure that pupils with SEND, and those with additional pastoral needs, are well supported in their personal development, through a range of interventions and adapted provision. Needs attention

Attendance and behaviour Needs attention

Attendance is insufficiently high for disadvantaged pupils. While leaders are successful in removing attendance barriers for pupils with special educational needs and/or disabilities, their actions are not currently having the desired impact on other pupil groups. Persistent absence rates for disadvantaged pupils remain high. Leaders have made recent improvements in the way they adapt the support they provide to pupils if previous strategies have been unsuccessful. It is too early to see the impact of this work yet. Staff have high expectations of pupils' conduct, which are generally well met. Typically, pupils behave well and have positive attitudes to their learning. Lessons and social times are typically calm and orderly. Pupils are respectful. They interact kindly with their peers. Leaders have made important improvements in how they manage behaviour. This has resulted in a notable reduction in negative behaviours. Bullying and discrimination happen rarely. Leaders manage any such incidents swiftly and effectively to ensure that these behaviours are not repeated. Pupils who struggle to manage their behaviour or emotions are effectively supported through well-matched interventions.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/bourne-community-college-emsworth>