

Tregonwell Academy

Petersfield Road, Bournemouth, BH7 6QP

Inspection dates 18–19 April 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- When pupils are admitted to the academy, their attainment is often well below that expected for their age. Despite this, after entry to the academy, they achieve outstandingly well.
- The proportion of pupils achieving five good GCSE passes including English and mathematics is rising strongly. Attainment is now broadly average and pupils make outstanding progress in all subjects.
- As last year's school leavers showed, almost all pupils move on to college or training when they leave the academy.
- Pupils rapidly improve their attitudes and behaviour because they each have imaginative and highly effective individual plans aimed at improving these areas, which staff consistently apply.
- Pupils thrive because each school is a very caring and inclusive community and has excellent support systems for them.
- Teaching is outstanding over time because it is never less than good with constant examples of lessons where pupils' learning is outstanding.
- The teaching of reading, writing and communication is a particular strength across all subjects.
- All staff work very effectively together throughout the schools in the academy and support staff make a strong contribution to lessons. This ensures that all pupils join in fully and make outstanding progress.
- Leadership and management are outstanding. The executive headteacher is determined and relentless in his focus on improvement.
- The leadership team is extremely effective in developing the skills of the staff and supporting them to take on additional responsibilities. At the heart of this success is their shared belief that consistently high-quality teaching and tailored support for each pupil is essential.
- Members of the governing body know the academy very well and provide consistent support and challenge to drive improvement.
- The academy works very effectively with the local authority through their outstanding outreach service, to support other schools.
- Parents and carers are overwhelmingly supportive of the academy and appreciate the excellent progress their children make.

Information about this inspection

- The inspectors observed 22 lessons, of which six were joint lesson observations with members of the senior leadership team.
- Observations took place at the Petersfield and Nigel Bowes sites and at the Throop Learning Centre.
- Meetings were held with the local authority’s inspector for vulnerable children and young people, members of the governing body, including the vice-chair, and with staff and pupils. A discussion was also held with the headteacher of a secondary school who has referred pupils to the academy.
- The inspectors checked for responses to the online questionnaire (Parent View), although too few responses were registered to give any evidence. In order to gain parents’ and carers’ views, inspectors held telephone and face-to-face discussions with parents and carers of pupils, and analysed the academy’s records of the views of parents and carers.
- The inspectors observed the work on the different sites and looked at a wide range of documentation, including that relating to safeguarding practices, improvement planning, pupils’ records, and assessment information on pupils’ progress. They analysed the 35 questionnaires which were returned by staff and heard several pupils read.

Inspection team

David Marshall, Lead inspector

Additional inspector

John Collins

Additional inspector

Robert Arnold

Additional inspector

Full report

Information about this school

- Tregonwell is a multi-academy trust formed over the last two years with provision for supporting pupils with emotional, social and behavioural difficulties.
- There are three different educational settings or services in the academy. They are the Nigel Bowes campus for primary-aged pupils, the Petersfield Campus for secondary pupils, and the Throop Learning Centre for pupils with significant emotional or medical needs.
- Tregonwell converted to become an academy in September 2011. When its predecessor school, The Bicknell School, was last inspected by Ofsted, it was judged to be good.
- The multi-academy trust has an executive headteacher and there are heads of school in the primary and secondary settings. The governing body is the trust board of the multi-academy. Each setting also has a smaller board to assist in the governance.
- Almost all pupils have a statement of special educational needs. The vast majority of pupils have behavioural, emotional and social difficulties. A minority have autism spectrum disorders. Some pupils have a combination of these.
- Most pupils are from a White British background and speak English as their first language. Around 80% of the pupils are boys.
- There are around 60 pupils permanently on the academy roll, but up to 151 pupils from a number of primary and secondary schools, who may not be solely on the academy roll, attend various sessions at the academy as part of 'alternative learning programmes'.
- The proportion of pupils who are known to be eligible for pupil premium funding is well above average. This is government funding that the academy receives for pupils who are known to be eligible for free school meals, those who are in local authority care and the children of military personnel.

What does the school need to do to improve further?

- Ensure the very detailed systems used to record assessments are implemented universally and consistently across all the schools in the academy.

Inspection judgements

The achievement of pupils

is outstanding

- Almost all pupils arrive with educational standards well below those expected for their age. Nevertheless, throughout all areas, they achieve exceptionally well in all subjects.
- The academy is narrowing the gap on the average point scores (how schools compare examination results), particularly for those pupils known to be entitled to the pupil premium funding, and in 2012, scores for all pupils went up substantially. The academy is not complacent and the introduction of different BTEC National Diplomas will further increase the capacity for pupils to attain higher-level qualifications.
- A few pupils take GCSE subjects early. This does not limit the attainment of the most able; rather, their successes increase self-confidence and their desire for even greater challenges. As one boy said. 'In order to be a physicist, I had to get an A* early, which I did.'
- Last year, almost all leavers gained qualifications, some at A* to C grades of GCSE, including in both English and mathematics, which reflects outstanding progress. This year, even more are on track to gain A* to C qualifications. The courses available provide chances for all to succeed so that none is left out or discriminated against. As a result of their successes, most go on to education, training or employment.
- The academy has placed a high priority on improving the pupils' speaking, listening and reading skills. Staff use a wide range of strategies to engage the more-reluctant pupils, including using specific pieces of writing that challenge their thinking about moral issues. An example of this was seen in an outstanding English lesson in the primary school. Pupils made excellent progress in developing their understanding of the use of language when describing a character based on 'Oliver Twist'.
- Short-stay pupils make particularly good progress in English and mathematics. They are prepared well for their return to mainstream education. Case studies show the schools work very well together to share responsibility for their pupils. The academy is successful in increasing the number of pupils reintegrated back into mainstream.
- There is no difference in progress made by different groups of pupils. This includes boys, girls, pupils who have different special educational needs, pupils from different minority ethnic backgrounds and those in receipt of the pupil premium.
- Pupils eligible for pupil premium achieve GCSE grades in English and mathematics in line with other pupils. Specific catch-up lessons in literacy and effective alternative provision that matches pupils' needs leads to the attainment of qualifications at the appropriate level. The older pupils respond well to the adult environment on the Petersfield Campus and at the Throop Learning Centre, which prepares them well for the next stage of their education, training or employment.

The quality of teaching

is outstanding

- Teaching across the academy is outstanding. Teachers' planning is detailed and focuses on helping pupils of all abilities to succeed. Teachers carefully match tasks to the needs of individuals, and as a result, pupils make secure and sustained progress over time. Additional support staff are deployed very effectively and make excellent contributions to supporting pupils' progress, using targeted questioning and regularly checking their understanding.
- The clear whole-school approach to making sure that all pupils participate in learning is very effective. Teachers make use of a range of strategies to engage all pupils actively in lessons. In addition, they give pupils regular opportunities to reflect on their learning, using 'red, amber, green' notation. Teachers skilfully adapt their lessons in response to feedback from these, by correcting misconceptions and reinforcing pupils' knowledge and understanding.
- In all lessons, the teachers and support staff provide tasks that are progressively more challenging and they enable pupils to continue to progress through their careful monitoring of the pupils' learning each day.

- Teachers' excellent knowledge of each pupil and their enthusiasm provide a highly motivating learning environment. They are dedicated to ensuring the best educational experience for the pupils and give very generously of their time. Pupils and their parents and carers value this highly.
- The assessments that take place across all subjects on a continuous basis provide excellent opportunities to accurately identify pupils' progress. Pupils and teachers are very clear about whether or not this progress is fast enough and what to do if it is not. The systems used are comprehensive and detailed in the primary and secondary settings. In the Learning Centre, these systems, although very effective, are less focused. The academy has acknowledged there is a need to make them universal and consistent, especially as there are other schools joining the multi-academy trust later this year.
- The whole academy approach to providing what is best for each pupil was perfectly illustrated in an outstanding lesson where the teacher provided pupils with the opportunity to handle and care for a range of minibeasts. Pupils were highly engaged by the enthusiastic approach of the teacher; they enjoyed every single aspect, and knew from their previous lessons what to expect and how to respond. The teacher's very skilful use of language and tone encouraged lively responses. Pupils were able to quickly deepen their understanding and they made decisive gains in their learning.
- Parents' and carers' surveys undertaken by the academy show that they agree with the academy's evaluation that teaching is outstanding. As one parent, when interviewed, said: 'I am so relieved that my son is at this school, it has been the making of him.'

The behaviour and safety of pupils are outstanding

- Systems to help pupils to improve their attitudes and behaviour, and to defuse problematic behaviour, are strong. Pupils in all centres have detailed behaviour targets, which they understand. All staff know exactly what to do to encourage good behaviour, and the best way to respond to individual pupils if there are problems, because high-quality behaviour plans are in place for all pupils.
- These strategies are effective and pupils make outstanding progress in learning to control their behaviour. As a result, the number of exclusions has fallen to zero. Both pupils and their parents and carers speak very positively about the rapid improvements which are evident in pupils' behaviour.
- The academy has strong systems in place, including focused work with individual pupils, to try to improve their attendance. Many pupils who were almost non-attenders in their previous schools confirm they enjoy school now and cannot wait to get there. Attendance overall is now well above average.
- The academy has developed very good links with parents and carers to help pupils to maintain their improved behaviour when they are at home or in the local community. Parents and carers value this highly with one parent commenting: 'I can't fault them in any way – we are always in contact with each other.'
- Excellent information about staying safe on the internet is given to pupils in all key stages. Pupils, including younger pupils, say that there is little bullying of any kind, and any bullying is swiftly dealt with. Parents and carers, and pupils, agree with staff that the academy is a safe place.
- Timetabled social, physical, intellectual, and creative sessions effectively promote important social skills such as teamwork and develop pupils' understanding of moral issues. Good links with other agencies and schools enable pupils to learn about the dangers associated with high-risk behaviour such as substance abuse.

The leadership and management are outstanding

- The drive and ambition of the management, under the rigorous, and outstanding, leadership of the executive headteacher, has moved the different schools forward very well since the academy was formed. Leaders are a strong team who have raised the expectations of staff and pupils.
- A rigorous system is embedded in the primary and secondary schools that allows staff to see at a glance the progress of individuals, of different groups, and to identify gaps in learning quickly. Where staff have identified gaps in the performance of some pupils, especially in terms of reading, writing or mathematical skills, additional funding via the pupil premium has been used astutely to provide intervention lessons to raise standards.
- Senior leaders have a good understanding of how effectively teachers are teaching. They set targets for staff which are explicitly linked to improvements in pupils' learning. No members of staff are offered salary increases unless justified by their performance.
- Middle leaders evaluate the strengths and weaknesses of teaching and learning in their subject areas in order to decide what improvements can be made. As a result, their planning for improvement is clearly focused and, therefore, as effective as it could be.
- Pupils' social, moral, spiritual and cultural development is excellent and is supported effectively in all subjects. For example in an information and communication technology lesson, pupils developed their knowledge and understanding of how to approach an interview and what skills the world of work requires, while using their keyboard skills very effectively.
- The curriculum (subjects, courses and topics taught) provides an exceptional range of opportunities for pupils, and externally certificated courses include GCSEs. Job-related courses and 'alternative learning programmes' are taught by a range of different professional staff on the academy sites. Changes to the curriculum, particularly at Key Stage 4, have contributed to greater progress and raised attainment as it now offers a good balance of academic, practical and vocational subjects and high-quality personal learning programmes. This ensures pupils are well prepared for further education or the world of work.
- The local authority highly values the work of the academy and commissions it to provide services for pupils with emotional, social and behavioural difficulties in its schools.
- Safeguarding arrangements fully meet requirements and exceptional ongoing partnership work with parents, carers and other agencies ensures vulnerable pupils are kept safe.
- **The governance of the school:**
 - Members of the governing body know the academy and the different centres extremely well, and provide a blend of support and challenge to school leaders. The governing body has all the skills needed to thoroughly check data about pupils' progress, attendance and exclusions. It has a thorough knowledge of the quality of teaching and learning in the academy. With this knowledge, the academy's budget is used highly effectively to reward those staff who are doing the very best. The pupil premium is very effectively used to raise achievement for those who are eligible. Examples include bespoke literacy support and specialist programmes for physical education. Also, other income made by the academy, for example from the alternative and job-related courses, is wisely spent to the benefit of all pupils. The governing body is vigilant at ensuring the well-being of staff, through mentoring, coaching and training programmes. The procedures to screen and recruit staff are exemplary and reflect the high-quality training that the governing body has received. The procedures for risk assessment and health and safety are robust.

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	137998
Local authority	Bournemouth
Inspection number	402789

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	151
Appropriate authority	The governing body
Chair	Pat Marchiori
Executive Headteacher	Brian Hooper
Date of previous school inspection	Not previously inspected
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