

Westbourne Sports College

Marlow Road, Ipswich, IP1 5JN

Inspection dates 26–27 September 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching does not always ensure that students across the range of abilities have tasks that engage them and support their rapid progress.
- Not enough emphasis is placed on making sure all students make rapid progress in the development of their reading, writing and communication skills across all subjects in Key Stage 3.
- Students' achievement is uneven, with successes in some subjects, such as science, not being found in other subject areas.
- Marking and feedback to students are inconsistent.
- The recent reorganisation of the senior and middle leadership with a sharp focus on improving teaching has not yet secured consistently good teaching across the school.

The school has the following strengths

- Progress in mathematics has improved significantly and is now close to the national average.
- Students from diverse backgrounds are tolerant and behave sensitively towards each other.
- Support for students with behavioural, emotional and social difficulties is effective in preventing them from being permanently excluded from school.
- The school development plan has clear targets based on accurate self-evaluation and is focused on improving achievement across the school.
- School leaders communicate high expectations and set demanding targets for improved teaching and learning; these strategies are beginning to have an impact.
- Governors provide good financial expertise and increasingly ask challenging questions to hold the school to account.

Information about this inspection

- This inspection was carried out by four additional inspectors.
- Inspectors observed 30 lessons involving 29 teachers and one member of staff in the Learning Support Unit.
- Inspectors met with three groups of students, governors and staff.
- The inspection took account of the views of 27 parents expressed in response to the on-line questionnaire (Parent View).
- Inspectors listened to students reading, visited an assembly and observed students' behaviour at break and lunch times.
- They observed the school's work and looked at a number of documents including the school's evaluation of its own performance, the school development plan and monitoring records relating to the quality of teaching and learning.
- Information on students' current attainment and progress, records related to behaviour, safety and students' achievements as well as the minutes of governing body and various policies were scrutinised.

Inspection team

Samuel Ofori-Kyereh, Lead inspector	Additional inspector
Sa'ad Khaldi	Additional inspector
Jackie Jackson-Smith	Additional inspector
David Webster	Additional inspector

Full report

Information about this school

- Westbourne is an average size comprehensive secondary school with more boys than girls on roll.
- The school is in the process of gaining academy status.
- Around three quarters of students are White British, with the proportion of students from minority ethnic backgrounds increasing each year. The largest minority ethnic group being those students from Bangladeshi heritage.
- The proportion of students who speak English as an additional language has increased steadily over the last three years, but is generally similar to the national average.
- The proportion of students who are supported by the pupil premium is higher than the national average.
- The proportion of disabled students and those with special educational needs is well above average; many have additional needs associated with behavioural, social and emotional difficulties.
- The proportion of students supported at school action, school action plus and with statements of special educational needs is above the national average.
- The school has recently experienced some staffing changes at senior leadership level and has introduced a larger senior leadership team, which includes some middle managers.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.
- The school holds the Green Flag Eco Schools Award.

What does the school need to do to improve further?

- Raise attainment and ensure that students make good progress by continuing to improve the quality of teaching by:
 - disseminating existing good and outstanding practice so that all lessons are good or better across the school
 - ensuring that learning activities are consistently well matched to the needs of all students, especially those of middle ability
 - ensuring that all teachers continuously assess students' work and provide clear and specific feedback so that they know what they need to do to improve further.
- Revise the Key Stage 3 curriculum so that it better meets the needs of all groups of students and gives greater emphasis to the development of reading, writing and communication skills.
- Improve the quality of leadership and management by consolidating the gains made in developing the roles of all senior and middle leaders so that they effectively manage and improve the performance of all students and staff.

Inspection judgements

The achievement of pupils

requires improvement

- Most students start at the secondary school with attainment that is below national averages. Attainment is rising but by the end of Key Stage 4 it is still currently below the national averages in mathematics and English. The gap with national averages is closing but at a faster rate in mathematics than in English.
- There are variations in rates of progress and achievement between subjects. In science and mathematics, for example, Key Stage 4 students achieve well and make exceptional progress to reach challenging targets, but progress is not as rapid in other subjects.
- The progress that students make in Key Stage 3 is slower than it could be because not enough emphasis is placed on improving communication skills, reading and writing, to quickly address gaps in students' prior knowledge and skills.
- The achievement of students in middle ability groups requires improvement because, despite the range of intervention strategies adopted by the school, rates of progress have been relatively slow.
- The progress of students in more-able groups is faster than that of other groups. Where necessary focused intervention programmes for these students ensure they attain the grades they should. Students of Bangladeshi heritage do particularly well.
- Students supported by the pupil premium make progress in line with this group of students nationally. In mathematics their progress has improved and they are now making the amount of progress expected of them, similar to that of all pupils at the school.
- Disabled students and those who have special educational needs, including those pupils helped by the Learning Support Unit, make the progress expected of them because the focused support they receive is effective.
- Students learning English as an additional language make secure progress in extending their use of the English language.

The quality of teaching

requires improvement

- Although much of teaching is good or better, there remains some which is inadequate. Teaching overall requires improvement because of inconsistencies between subjects and key stages. Teaching at Key Stage 4 is better than at Key Stage 3, where teachers do not focus sharply enough on the development of literacy skills to enable students to make good progress in all subjects.
- In weaker lessons, teachers talk for too long and the slow pace causes students to become disengaged and they lose concentration. Often in these circumstances there are few or no opportunities for group or independent learning, activities are not well planned and are insufficiently challenging.
- In some subjects opportunities have been taken to share good practice, such as the use of a range of activities that stimulate students' imagination. However, this is not yet widespread and there remain pockets of weaker teaching.

- The quality of marking of students' work is inconsistent. Whilst the quality of marking is exemplary in subjects such as mathematics and science, it is not as effective in other areas and students do not always receive clear feedback on what they need to do to improve their work.
- Where teaching is good or better, teachers have high expectations and they use effective questioning to ensure that students understand the relevance of what they are studying. For example, in an outstanding Year 7 science lesson, students completed challenging tasks and achieved highly because of excellent demonstration and questioning by the teacher that enabled them to understand the developmental stages of a foetus: students made outstanding progress.
- Students' spiritual, moral, social and cultural development is promoted well in subjects such as art and music. However, in some subjects opportunities are missed for students to reflect on the significance of situations and issues being discussed.

The behaviour and safety of pupils are good

- Behaviour is good because the school's focus on improving on students' behaviour has been effective. Students' attitudes to learning are generally positive, but there is some occasional low-level disruption when teaching fails to engage their interest.
- Many parents and carers say that students' behaviour is good. The improvements in behaviour reflect the effectiveness of the school's inclusive approach in securing positive changes in the challenging behaviour of some students. The school deals well with incidents of poor behaviour so that they do not escalate.
- The vast majority of parents and carers indicate that their children feel safe at school. Students understand the risks they may be exposed to and how to respond to them in order to keep themselves safe. They express their indignation with any prejudiced behaviour such as homophobia or racism.
- Students are polite and relate well towards each other and adults around the school. Students indicate that bullying and harassment such as name-calling do occur, but they are infrequent and adults deal with such incidents swiftly and effectively. One student indicated that 'the good thing about the students is that they accept each other'.
- Attendance is now broadly average and students are punctual to school. The current permanent and fixed-term exclusion rates are low. The few students who are excluded receive effective support from the school's learning support unit.
- Students whose circumstances make them vulnerable receive emotional and social support to help them to thrive. The school works with outside agencies to tailor support to the specific needs of students. Student leaders, who are well trained, also provide support for students with emotional and social difficulties.

The leadership and management requires improvement

- The headteacher has been successful in driving improvements in students' behaviour and in beginning to raise their achievement.
- Senior and middle leaders are working together to improve the quality of teaching. They have been more successful in some subjects than others. Considerable improvements have been secured in subject areas such as English, science and mathematics. However,

improvements in some other subjects are not yet as marked.

- The school's self-evaluation report is broadly accurate and improvement planning is precise, with clear success criteria and lines of accountability. The school has an accurate view of strengths and weaknesses that needs to be addressed in order to secure better outcomes for students in all subjects.
- The school's performance management systems have been focused on tackling underperformance and providing support to improve teaching and learning across the school. Staff are empowered to request and attend training to meet their professional needs. In-school training sessions provide useful coaching for middle leaders through joint lesson observations and subject reviews with senior leaders and external consultants.
- The school works highly effectively with a range of partners and as a result the number of students who leave the school and do not go on to further education, training or employment is well below the national average.
- The school's curriculum meets all statutory requirements and provides opportunities for students to choose courses that suit their needs, interests and aspirations. However, in Key Stage 3 not enough emphasis is placed on the development of reading, writing and communication skills to help students to make faster progress across all subjects.
- Students are given clear advice about the courses available in the school and which ones they may choose to meet their career aspirations as they move up through the school. At Key Stage 4, students can choose subjects leading to the English Baccalaureate and they also have the option of taking separate sciences and a combination of many other subjects.
- The school's curriculum is well supported by a wide range of extra-curricular provision. There are several in-school extra activities such as sports, music and academic support.
- Students can join clubs that suit their interests or help to improve their skills and their self-esteem. The school promotes equality of opportunity through a wide range of charities and fund raising events. Students undertake visits to places of interest such as museums as part of the curriculum. These extended activities together with the music and art, including performing arts, make a strong contribution to students' spiritual, moral, social and cultural development.
- The school leadership has worked closely with representatives from the local authority to offer extensive training and introduce rigorous monitoring systems in order to improve the quality of teaching.
- **The governance of the school:**
 - is supportive of the headteacher and is increasingly asking challenging questions
 - ensures that procedures for safeguarding are effective and meet all statutory requirements
 - provides good financial expertise.

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	124845
Local authority	Suffolk
Inspection number	406277

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

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	992
Appropriate authority	The governing body
Chair	Dr Ron Impey
Headteacher	Christopher Edwards
Date of previous school inspection	30 September 2010
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