



## WESTBOURNE ACADEMY

### **General Information about Westbourne Academy**

Would you like to be part of an academy which is striving to be outstanding? Are you able to take advantage of a once in a lifetime opportunity to dramatically change the lives of our young people and indeed transform the communities in which they live? If so, please read on.

Westbourne Academy opened in September 2013 following the closure of the Predecessor School (PS) due to low standards. Prior to opening, the 5A\*-C EM was 31%. These headline figures rose to 44% in 2014 and 43% in 2015 with a much weaker cohort. Whilst we are pleased with this improvement in results we know that there is a long way to go before we would consider that we have been successful.

Westbourne Academy currently has 1000 students on roll between the ages of 11 and 16. It has been part of the Academy Transformation Trust since February 2013. Whilst the academy serves an area of significant social deprivation, it is a typical comprehensive in terms of educating students across the ability range. Significantly, 25% of students have English as an additional language, with students from as far away as Poland, Portugal and Romania.

Westbourne is becoming a calm and happy school. We try not to take ourselves too seriously but know that preparing young people for the adult world is an important undertaking. Since opening, attitudes, aspirations and expectations have been transformed. We believe that our circumstances are quite unique and, therefore, that we can make a massive difference to the students we serve. In June 2015, we launched Vertical Tutoring across the academy with four houses. Early evaluation shows that this is already having a significant impact on building a sense of community and supporting students pastorally.

Many of our students do not have the easiest backgrounds and we are determined to ensure that we remove as many barriers to learning as possible.

### **Our Current Situation**

In December 2014, Ofsted judged Westbourne Academy to be a school which requires improvement. Ofsted made many positive comments about the academy, not least the improvements in raising expectations for the quality of teaching and behaviour.

- The strong leadership of the new Principal, with effective support from the academy trust and its governors, has already led to improvements in behaviour and teaching. Students are making increasingly good progress as a result.
- Students who speak English as an additional language help to support and settle new students who arrive speaking little or no English.
- Good pastoral care and support help to keep students safe.
- The academy promotes students' spiritual, moral, social and cultural development well. This helps to ensure that they are well prepared for life in modern British society.

In 2015, the 5 A\*-C EM figure was at 43%, with English achieving 59% and maths achieving 59% expected levels of progress. Across the academy there were clear signs of impact across a range of teams, but not enough to secure the rapid transformation in results we would like to see for our young people.

## Successful HMI Monitoring Visit

In March 2015, we experienced an HMI follow-up visit to our Ofsted Inspection. We are pleased with the key findings of the visit which include the following:

- We are taking effective action to tackle the areas requiring improvement.

We have demonstrated that we have fully taken on board the Ofsted recommendations and that we are serious about improving outcomes for students. The HMI said:

- We have worked quickly to establish clear and high expectations; staff understand the improvements needed and value the support and training that is helping them to make the changes.
- Subject leaders are taking responsibility for standards within their subject areas. They are making regular checks upon the quality and impact of teaching on students' progress.
- Subject leaders' regular checks are ensuring that the grades applied to students' work are accurate. Most are using data on student performance to track the progress of different groups carefully, and to ensure those who need additional support receive it rapidly.
- Teaching assistants are developing their specialist knowledge and expertise to a high level because each works within a single subject area, rather than across all subjects.
- Alterations to the curriculum will ensure these students complete appropriately challenging qualifications.
- Students with English as an additional language are making accelerated progress as a result of the effective support and guidance that they receive.
- Teachers are starting to use the information they have about students' progress to plan activities that will help all, including the most able, to move forward in their learning

## Living Near Ipswich

Ipswich is the county town of Suffolk and is the fastest growing urban centre in the East of England, with key developments and investment occurring in a range of business and leisure areas. Ipswich enjoys excellent transport links, with London being just over an hour away by train and with London airports at a convenient distance. The location of the academy is ideal for those who would prefer to live in a town environment or the countryside; there is a wide variety of housing at a range of prices.

Exploring Suffolk's wealth of landscapes from coastal towns and villages, rolling countryside and rural villages will enthrall and delight a wide variety of ages and tastes. If you love walking, cycling, watersports or horse riding, then Suffolk's low lying, gentle landscape is excellent. Facilities and clubs for a wide range of sport and leisure activities are of a high quality.