

Inspection of Avonbourne Boys' Academy

Harewood Avenue, Bournemouth BH7 6NZ

Inspection dates: 29 and 30 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

The principal of this school is Michelle Dyer. This school is part of United Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Richard Greenhalgh.

What is it like to attend this school?

Pupils are very proud to attend Avonbourne Boys' Academy. They relish the opportunity to learn a breadth of subjects and participate in the many clubs on offer, such as chess and musical theatre. Pupils value highly the exceptional education they receive at the school.

Pupils' attitudes to learning are impressive. They have high expectations of themselves and aspire to learn well. Pupils are kind, empathetic and polite towards each other. Pupils state that bullying is not common and that staff are quick to resolve any issues. Pupils are very well supported by staff. For instance, the carefully designed provision for pupils who struggle with their mental health is exceptional.

Pupils develop very strong leadership skills. They experience the democratic process through elections to the school council and lead environmental awareness in the eco-council. Pupils play a part in the development of the curriculum, the choice of enrichment opportunities and promoting well-being at the school. Boys develop a profound understanding of the importance of freedom of speech and the right to assemble. As a result, they are very well supported to be upstanding citizens of modern Britain.

Parents are overwhelmingly positive about the school. Parents typically comment, 'The school helps my son to be the best that he can be.'

What does the school do well and what does it need to do better?

The school has worked to create an extremely well-structured curriculum that enables pupils to flourish in all areas. Pupils reflect on what they know, before moving on to more complex concepts. New knowledge is carefully developed, so that pupils draw on this prior learning. As a result, pupils develop a deep understanding of the subjects that they study. Teachers are highly skilled and support pupils to learn well. As experts in their subjects, teachers empower pupils to apply what they know to complex problems. Pupils with special educational needs and/or disabilities learn the curriculum successfully. For example, in mathematics, Year 11 pupils use trigonometry with precision and understanding to calculate angles.

Reading permeates the entire curriculum. The school has established highly effective ways to nurture pupils' love of books. Consequently, boys speak animatedly about how much they enjoy reading stories, such as 'Animal Farm' by George Orwell, and non-fiction accounts, such as 'Black and British' by David Olusoga. Subject-specific reading strategies support pupils' learning well. They use sophisticated vocabulary to articulate their understanding of the subjects they study. Staff check pupils' reading knowledge and provide additional support when needed. This is highly effective.

The school prioritises both pupils' academic study and social and emotional well-being. All staff share this vision. Relationships between staff and pupils are very strong. Pupils are well cared for. As a result, they attend well. Pupils participate in a breadth of clubs and activities which enrich their physical health.

The personal, social and health education programme is very well designed so pupils learn about the world around them. Pupils are knowledgeable about issues such as consent and what constitutes a healthy relationship. Pupils develop an impressive understanding of democracy and the rule of law. For example, pupils are well informed about Parliament and the structures of power. Pupils receive effective careers guidance which supports them to make the right choices about subjects and further education. They are extremely well prepared for the world beyond Year 11.

The curriculum is enhanced by well-planned trips and visitors to school. For example, pupils visited Berlin to complement their history learning. In addition, pupils visit universities to raise their aspirations.

Governance is very strong. The board of trustees and governors hold the school to account and provide support in equal measure. Staff are overwhelmingly positive about the support they receive to manage their workload and their well-being. They are very proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147467
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10267405
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	742
Appropriate authority	Board of trustees
Chair of trust	Richard Greenhalgh
CEO of the trust	Sir Jon Coles
Principal	Michelle Dyer
Website	www.avonbourneboysacademy.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is co-located with Avonbourne Girls Academy.
- The proportion of pupils in receipt of education, health and care plans is above the national average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The school does not use alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical educational qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the principal and members of the leadership team.
- An inspector held discussions with the regional director of the trust, a member of the board of trustees and the governing body.
- Inspectors carried out deep dives in English, mathematics, history and physical education. In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at examples of pupils' work.
- Inspectors met with staff to consider their views.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents and carers who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from the Ofsted online questionnaires.

Inspection team

Susan Aykin, lead inspector	His Majesty's Inspector
Deborah Wring	Ofsted Inspector
Deirdre Fitzpatrick	Ofsted Inspector
Steve Smith	Ofsted Inspector

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