

Bourne Community College

Address: Park Road, PO10 8PJ

Unique reference number (URN): 126069

Inspection report: 6 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

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.

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 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 ●

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.

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.

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 next steps 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.

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 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.
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About this inspection

The chair of the board of governors in this school is Reverend David Nason.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the school leadership team, members of staff, groups of pupils and representatives from the local authority and the board of governors during the inspection.

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 education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school includes specially resourced provision for 18 pupils with speech, language and communication needs.

The school makes use of three registered alternative provisions.

The school has undergone a significant change since the last inspection. There has been a change in senior leadership since the last inspection.

Headteacher: Aparna Sharma

Lead inspector:

Tash Hurtado, His Majesty's Inspector

Team inspectors:

Paula Sargent, Ofsted Inspector

Liz Bowes, Ofsted Inspector

Mike Boddington, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

School and pupil context

Total pupils

729

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

900

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

22.63%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

6.17%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

20.44%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	32.7%	45.2%	Below
2023/24	39.1%	45.9%	Close to average
2022/23	36.6%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	39.0	45.9	Below
2023/24	45.7	45.9	Close to average
2022/23	42.2	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar

results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	0.15	-0.03	Close to average
2022/23	-0.29	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	12.1%	25.6%	Below
2023/24	22.7%	25.8%	Close to average
2022/23	25.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	25.5	34.9	Below
2023/24	35.6	34.6	Close to average
2022/23	33.3	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.13	-0.57	Above
2022/23	-0.83	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	12.1%	52.8%	-40.7 pp
2023/24	22.7%	53.1%	-30.4 pp
2022/23	25.0%	52.4%	-27.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	25.5	50.3	-24.8
2023/24	35.6	50.0	-14.4

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	33.3	50.3	-17.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	-0.13	0.16	-0.29
2022/23	-0.83	0.17	-1.00

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	91%	91%	Average
2022 leavers	93%	93%	Average
2021 leavers	93%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	8.3%	8.1%	Close to average
2023/24	9.3%	8.9%	Close to average
2022/23	10.7%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	26.7%	21.9%	Above
2023/24	30.0%	25.6%	Close to average
2022/23	35.2%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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