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Dear Miss King

Urgent inspection of E-Act Bourne End Academy

Following my visit with Catherine Old, His Majesty's Inspector, and Russell Bennett, His Majesty's Inspector to the school on 14 and 15 October 2025, I write on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss the school.

The inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for urgent inspections. The inspection was carried out because His Majesty's Chief Inspector of Education, Children's Services and Skills was concerned about safeguarding at the school.

We do not give graded judgements on urgent inspections. However, if we find some evidence that overall standards may be declining, but where no serious concerns have been identified, then the next inspection will normally be a graded inspection, which will be carried out under section 5 of the Act and will be brought forward. If we have serious concerns, we will deem the urgent inspection as a graded inspection immediately.

Evidence

We scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. We met with you, the national director of secondary education of the trust, other leaders at the school, and the education director who performs the local governance functions for the school. We also spoke to a representative from the local authority, visited a sample of lessons, spoke to pupils informally throughout the school day and considered the findings from a recent parental questionnaire carried out by the school. Inspectors held discussions with groups of pupils and staff.

We scrutinised minutes of trustees' meetings and local governance meetings. We reviewed behaviour and attendance records, and information about the school's personal development provision.

Having considered the evidence, I am of the opinion that at this time:

Arrangements for safeguarding are effective.

Main findings

Leaders and those responsible for governance have established a vigilant and robust safeguarding culture. Staff's knowledge and skills in safeguarding procedures are developed well through the school's professional development programme. Leaders ensure that staff are aware of how to spot signs that pupils might be at risk of harm, report concerns that they have about pupils, the importance of the whistle-blowing procedures, and the measures needed to keep pupils safe. The trust's code of conduct underpins high expectations of staff in relation to professional behaviours and safeguarding. If these expectations are not met, leaders take appropriate and timely action.

The school's systems for recording safeguarding issues are robust. Leaders take timely and appropriate action, involving external agencies when necessary. This ensures that pupils receive the help that they need when concerns arise. Safeguarding and behaviour policies are updated regularly, and staff are informed of the updates so that they understand recent changes to statutory guidance.

Pupils learn in calm and well-managed classrooms. This year, the school has introduced a new behaviour policy, and this is becoming increasingly well embedded. Staff and pupils understand what is expected of them in lessons. Pupils are keen to learn and demonstrate positive attitudes to their education. The school and the trust ensure that newer teachers are supported well to secure good behaviour through intensive induction and ongoing support. When pupils need extra support with managing their behaviour, staff are quick to respond. They help pupils to reset and reflect.

Routines at the start of the school day are clear and effective in establishing high behaviour standards. Pupils are typically greeted by friendly staff who know their names. Staff form suitable professional relationships with pupils. This leads to a warm and caring atmosphere around the school. Leaders ensure that the personal development programme responds to incidents that happen or issues that arise in the community or the school, so that pupils receive up-to-date knowledge about how to keep themselves safe.

There is a stringent leadership approach to truancy and attendance. When a small number of pupils do not meet expectations around punctual arrival to lessons, leaders

and staff are swift to act and take effective action. Leaders work well with pupils and families if bullying issues arise. The pastoral team supports pupils in reflecting on bullying behaviour and puts sanctions in place if necessary. Typically, pupils do not view bullying as a major issue and think that the school resolves bullying well if it does occur.

The school's personal development programme is well thought through. It enables pupils to develop their understanding of how to keep safe in the local community and online. The personal, social, health and economic education curriculum supports pupils in thinking about the risks they might face as young people. For example, Year 9 pupils learn about the dangers of alcohol abuse. Inclusiveness and understanding protected characteristics are key parts of the curriculum. Pupils develop their awareness of British values and respectful relationships. They benefit from the literature that is linked to these areas.

Governance oversight around safeguarding and behaviour is effective. The education director supports leaders well in achieving their school improvement aims. The quality assurance processes give the education director a high level of confidence in measuring the impact of leaders' actions. There is a good level of challenge evident in these governance systems, with an open and transparent approach. Trust leaders provide a strong level of assurance in their higher-level oversight of the education director's actions, school leaders' actions and the impact of these. This shows that there is keen oversight of the quality assurance of the main layer of governance.

Since the previous inspection, parental complaints have increased. Leaders have reflected on this and now prioritise improving communication with parents, so that their issues can be addressed when they arise. Recent engagement events, such as coffee mornings with the headteacher and the parent/teacher association, are becoming increasingly popular.

Leaders have carefully considered the use of alternative provision. They work with parents, the local authority and the trust to review the suitability of placements, taking into account pupils' views. Staff are thorough in their oversight of safeguarding arrangements, including visiting each provision and seeking letters of assurance about the required recruitment checks. The close working relationship between the school and alternative providers enables full consideration of pupils' individual and special educational needs and/or disabilities. This includes continuing to review the suitability and impact of placements.

Additional support

The school has a positive relationship with the local authority. The local authority conducted a review of safeguarding in April 2025 and found positive systems and processes in place.

The trust supports the school very well by ensuring that, when needed, extra teaching or leadership capacity is available. The trust provides extensive leadership support, including around safeguarding, professional development and leadership. This means that trust

staff meld into the life of the school, know pupils and staff well and are a common and welcome feature of school life.

I am copying this letter to the chair of the board of trustees, the chief executive officer of the E-Act trust, the Department for Education's regional director and the director of children's services for Buckinghamshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Harry Ingham
His Majesty's Inspector