

Bohunt School

Longmoor Road, Liphook, Hampshire, GU30 7NY

Inspection dates 24–25 April 2013

Overall effectiveness	Previous inspection:	Not previously inspected	NA
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Leadership and management are first rate at every level. The standard is set by the headteacher, whose leadership skills and ability to influence are exceptional.
- High expectations, excellent subject knowledge and effective questioning underpin the outstanding quality of teaching. Lessons are typically taught in a way that both inspires and fosters students' curiosity.
- Governors are tenacious guardians of the quality of students' experience. They monitor achievement and the quality of teaching very closely and fully support the headteacher in his vision for continual improvement.
- Students are justifiably proud of their school. The simply expressed vision, 'Enjoy', 'Respect' and 'Achieve', is clearly reflected in the ways in which they behave. Mutual respect and self-respect are undeniable hallmarks of the school's success.
- GCSE results across almost every subject are much higher than those seen nationally. Since the school became an academy, rates of progress across all subjects have improved, notably so in English and mathematics.
- Challenging targets set by leaders ensure that students meet their potential in full. Excellent systems are in place to monitor each student's progress. These trigger extra help where necessary, so that no one is left behind.
- Students clearly enjoy learning. They appreciate and thrive on the carefully tailored and inspirational opportunities that the school provides.

Information about this inspection

- Inspectors observed teaching and learning in 52 lessons taught by 51 teachers; of these lessons, five were observed jointly with members of the school's leadership team.
- Meetings were held with students, school staff, including senior staff, and three governors, including the Vice-Chair of the Governing Body.
- Inspectors took account of the 207 responses to the online questionnaire (Parent View), and the 60 responses to the staff questionnaires. Three parents also wrote to the inspection team and one parent made contact by telephone.
- Inspectors observed the school's work and looked at a wide range of documentation including students' books, the improvement plans, current assessment information and the school's assessment of how well it is doing.

Inspection team

Lesley Farmer HMI, Lead inspector	Her Majesty's Inspector
Terry Fish	Additional Inspector
Una Stevens	Additional Inspector
Mary Hoather	Additional Inspector
Carolyn Steer	Additional Inspector
Fiona Roche	Additional Inspector

Full report

Information about this school

- Bohunt School is a larger-than-average-sized school.
- The school converted to academy status in April 2011, retaining the same name as the predecessor school. When it was last inspected by Ofsted, the predecessor school was judged to be good.
- The proportion of students eligible for the pupil premium, which provides additional funding for children in the care of the local authority, students known to be eligible for free school meals and those from service families, is below the national average.
- The great majority of students are of White British heritage, with very few speaking English as an additional language.
- The proportion of disabled students and those who have special educational needs supported at school action is below average. The proportion of those at school action plus or with a statement of special educational needs is equally small.
- The school significantly exceeds the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- A few students attend alternative courses at a local further education college for one day a week.
- In March 2013 the headteacher became a National Leader in Education and the school was designated a National Support School. In the summer of 2012, the Department for Education granted permission for the school to become an academy sponsor.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching even further by extending staff expertise in:
 - monitoring students' progress in lessons, including in group work, and ensuring that tasks are invariably tailored to the needs of all students, including those eligible for the pupil premium or those who join the school with low prior attainment.

Inspection judgements

The achievement of pupils

is outstanding

- Students make outstanding progress in Key Stages 3 and 4, some from above-average starting points. Standards consistently exceed national averages, and significantly so in nearly all subjects taken at GCSE by the end of Year 11. The proportions of students making and exceeding expected progress in English and mathematics are extremely high compared with national figures.
- The school's assessment information is thoroughly reliable, uncomplicated and easily accessible. The progress of individual students is monitored closely against extremely ambitious targets. Any underperformance is detected swiftly and put right.
- Most disabled students and those with special educational needs achieve extremely well. This is because they are well supported to take a full part in lessons alongside their peers.
- Students with an entitlement to free school meals and others eligible for the pupil premium, achieve standards above the national average in most subjects, including English and mathematics. In 2012, their results in GCSE English and mathematics were, on average, a grade lower than the rest of their year group. However, they all exceeded their targets and made outstanding progress in both subjects from their starting points.
- Current assessment information and other inspection evidence indicate that the gap between the attainment of students known to be eligible for free school meals and that of other students is rapidly reducing.
- The small number of students who speak English as an additional language also make outstanding progress.
- Students' basic skills in literacy and numeracy are extremely well developed. They are actively encouraged to have enquiring minds. They read widely, formulate their own views and communicate with ease and confidence.
- The school has pursued a deliberate policy of entering some students early for mathematics, from which they are clearly benefiting. The purpose of the early entry has been to ease some of the examination pressure at the end of Year 11 for those students targeted to gain A* or C grades. Students typically achieve their target grades. Those that miss them are not permitted to drop out.
- The overwhelming majority of parents and carers that responded to the online questionnaire Parent View express great confidence in the progress their children are making at this school. Inspectors agree.
- The achievement of the very small number of students who attend off-site provision meets expectations. This is because the school's leaders set these students targets and closely monitor their progress towards them.

The quality of teaching

is outstanding

- Teaching is typically outstanding and it is never less than good, which is why students make exceptional progress, both over time and in most subjects.
- Mostly, teachers plan expertly for the range of students' ability in classes. For example, in a Year 8 English lesson, students worked in groups on presentational techniques. Tasks were organised to ensure maximum challenge at an individual level, culminating in all students creating a piece of writing by themselves. In this outstanding lesson, the teacher circulated around the room challenging students' thinking and where necessary requiring them to reflect and re-consider. The level of debate was sophisticated, motivation was high and rapid progress was made by all with a palpable 'buzz' of enjoyment filling the room.
- Learning activities are varied, well planned and offer the potential for creativity and reflection. Students have a clear understanding of what they are trying to achieve and teachers typically

provide opportunities for them to evaluate their own work and that of others.

- Teachers use questioning exceptionally well to encourage students to think deeply and debate and consider complex ideas and concepts. Moreover, teachers are usually very adept at checking students' progress at an individual or group level, thereby ensuring that the level of challenge is adjusted and all students progress rapidly without being held back.
- Students enjoy and benefit from working collaboratively either in groups or in pairs. Very occasionally, however, teachers do not monitor this kind of activity carefully enough and in these circumstances the needs of lower attaining students or those eligible for the pupil premium are underestimated.
- Students' spiritual, moral, social and cultural awareness is integral both to the life of the school and to teachers' practice and is therefore highly developed. For example, in an excellent music lesson, Year 9 students composed musical accompaniments to extracts from 'Alice in Wonderland' for a forthcoming performance of music and dance. This was very much 'business as usual' for Bohunt students.
- Disabled students and those who find learning difficult or who have special educational needs are very well supported and challenged by adults in class. Additionally, they are taught in smaller groups for extra help with reading, writing and mathematics. Teaching and achievement are excellent in these small group sessions.
- Over time, additional funding to support the needs of those eligible for the pupil premium has been effectively targeted, through a range of interventions including individual tuition and the creation of smaller groups in mathematics and English. Current data and other inspection evidence indicate that the progress of these students in all year groups is outstanding.

The behaviour and safety of pupils are outstanding

- Students' behaviour is exemplary around the site and in lessons. A strong work ethic and an obvious enjoyment of learning are reflected in students' above-average attendance and excellent punctuality.
- Staff, parents and carers are very positive about students' behaviour. In discussions with inspectors, students reinforced the view that standards of behaviour are consistently high.
- The behaviour of the very small number of students who attend off-site provision is outstanding.
- Students take great pride in their school. They appreciate the care and respect that they receive from the adults in the school. In turn they respond by contributing powerfully to the prevailing culture of mutual respect. In lessons, they are supportive and thoughtful. Their awareness of others' needs is apparent and they express their views with confidence and maturity.
- Students feel completely safe and valued as individuals. Their awareness of the dangers of bullying, including in forms such as cyber-bullying, the use of 'smart' phones and prejudice-based bullying, is very well developed. They know what to do when it occurs, including reporting it to adults, and they are absolutely adamant that it is dealt with effectively.
- Parents who responded to the on-line questionnaire and those that contacted the inspection team directly feel that students behave well and that their children are safe in school. Staff members are equally in agreement.

The leadership and management are outstanding

- The headteacher provides exceptionally strong and effective leadership. He is well supported by a highly motivated and talented team. He has successfully introduced unambiguous and judicious systems to improve teaching that are known to all. Leaders pursue excellence with tenacity and resilience at all levels, throughout the school.
- Staff members understand their accountability for students' progress very well. The school holds 'no hiding place' for those who are not committed to the school's vision. The review of teachers'

performance by leaders and governors is demanding and thorough, including in deciding whether pay increases are to be awarded.

- Leaders' and governors' evaluation of how well the school is doing is comprehensive, tough and accurate. The overarching aim, to improve continually the quality of teaching, is uncompromising. The proportion of outstanding teaching has increased considerably since the school converted to an academy, demonstrating the school's outstanding capacity to sustain high standards.
- The promotion of equality of opportunity is at the heart of the school's values. Carefully devised, high-quality support helps students to do as well as they possibly can. Discrimination is not tolerated. This was exemplified in an excellent Year 11 religious studies lesson, in which mature and considered opinions were offered in relation to proposals for and against gay marriage.
- Subjects offered in both Key Stages 3 and 4 meet students' needs and aptitudes extremely well. For example, an innovative approach to modern foreign language teaching, in which certain subjects are taught to one tutor group in each of Years 7, 8 and 9 via the medium of French or Spanish is already impacting positively on students' proficiency in the language. All students spoke highly of the opportunities available to them including the vast range of visits, trips abroad and extra study after school for those that want it.
- The school is outward looking and keenly committed to supporting improvement in its local community. Currently, mutually beneficial arrangements exist with several nearby primary schools in which Bohunt teachers help with the teaching of mathematics, English and modern foreign languages. This work is set to continue with the school being granted approval from the Department for Education to become an academy sponsor.
- The school maintains a highly productive partnership with parents and carers. Regular questionnaires provide a valuable means of gauging parents' views. The results of these are communicated and always acted upon.
- Leaders carefully monitor the achievement, behaviour, attendance and safety of the very small number of students who attend off-site provision.
- Safeguarding procedures are tight and child protection training and systems meet all current requirements.
- **The governance of the school:**
 - The governing body is knowledgeable and sharply focused on maintaining high standards and eradicating any gaps in achievement. Since the school became an academy, governors have made careful use of external consultancy, for example in relation to judging the school's achievement compared to similar schools and also to judging the performance of the headteacher. They have a clear understanding of the school's achievement data. They are committed to honing their skills via training and consultancy and will not settle for second best. They have a secure knowledge of the quality of teaching in the school. They insist that pay awards are based on effective teaching and strong results and have supported the headteacher effectively in restructuring and appointing good quality staff. They back him in dealing with any underperformance. Their oversight of the use of resources, including the pupil premium funding, is very thorough.

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	136643
Local authority	NA
Inspection number	403675

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

Type of school	Academy converter
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
	Mixed
Number of pupils on the school roll	1377
Appropriate authority	The governing body
Chair	Ray Morton
Headteacher	Neil Strowger
Date of previous school inspection	Not previously inspected
Telephone number	01428 724324
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