

Jewell Academy Bournemouth

Jewell Road, Townsend, Bournemouth, BH8 0LT

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected	N/A
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- While pupils' attainment in reading, writing and mathematics remains slightly below average at the end of Key Stage 1, it is improving at a very fast rate.
- All groups of pupils make exceptionally rapid progress from their starting points in reading, writing and mathematics.
- Teaching is outstanding. Teachers and teaching assistants ensure that pupils learn very well and make excellent progress.
- The academy's early years foundation stage provision is excellent. Children learn extremely well as a result of highly effective teaching and very good use of the indoor and outdoor classrooms.
- The academy promotes consistently excellent attitudes to learning. Pupils concentrate intensely on their learning.
- Pupils behave respectfully towards one another. Their behaviour is outstanding.
- Arrangements to keep pupils safe are very thorough and highly effective. The academy supports individual pupils successfully.
- The curriculum is carefully designed and meets pupils' needs extremely well. Pupils learn to treat people from different faiths and cultures with much respect.
- The headteacher, known as the principal, senior leaders and governors have swiftly established excellent provision. Their high expectations ensure that teaching is consistently outstanding and that pupils make extremely fast progress.

Information about this inspection

- The inspector saw teaching in every class. He observed learning in eight lessons jointly with senior leaders. He observed one assembly and pupils' behaviour in the playground and at lunchtime.
- Discussions were held with pupils, two members of the local advisory body (the governing body), the principal and other members of staff. Discussions were also held with two representatives from the academy trust.
- The inspector observed many aspects of the academy's work, including support for pupils who need extra help. He heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspector looked at a number of documents, including plans for the academy's future development. He scrutinised the academy's arrangements for keeping pupils safe, pupils' attendance records and minutes of governing body meetings. The inspector also looked at records of how pupils' learning is monitored and the checks made on the quality of teaching.
- The views of parents were taken into account through discussions with several parents. The inspector also took note of the 17 responses to the online Parent View survey and one email message that was received.
- Staff views were taken into consideration by looking at questionnaires completed by 18 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Full report

Information about this school

- The academy is a below-average-sized primary school.
- Jewell Academy Bournemouth opened as a brand new academy on 1 September 2013 and is sponsored by the Aspirations Academy Trust.
- The academy opened with classes available for Reception and Year 1 pupils. It currently caters for pupils from Reception to Year 2. It will also cater for Year 3 pupils from September 2015.
- The proportion of pupils supported by the pupil premium (additional government funding for children known to be eligible for free school meals or in the care of the local authority) is much higher than the national average.
- The proportion of disabled pupils and those who have special educational needs is about the same as in most other schools.
- A large majority of pupils are of White British heritage.
- Early years foundation stage children are taught in two full-time Reception classes.
- The English subject leader joined the academy in September 2014.

What does the school need to do to improve further?

- Continue to robustly manage teachers' performance to ensure that teaching remains outstanding as the academy develops its Key Stage 2 provision.

Inspection judgements

The leadership and management are outstanding

- The principal and governors have very high expectations. They have successfully ensured that the academy has performed to a very high standard since opening.
- The principal, supported by governors and the academy trust, recruits teachers with great care and monitors the quality of teaching extremely robustly. She sets teachers ambitious targets for the quality of their teaching and the progress expected from their pupils. As a result, teaching is outstanding and pupils make extremely fast progress from their starting points.
- The academy curriculum is outstanding. Leaders' assess pupils' needs and interests very carefully. They provide captivating work that brings out the best in pupils. Pupils are taught to research subjects so they develop their interest and enthusiasm. Pupils apply their key skills in English and mathematics effectively to other subjects. This leads to deep and secure learning.
- Pupils learn about different religions and cultures in a way that develops understanding and respect. This was seen during a Year 2 lesson on the 'five pillars of Islam', which utterly absorbed pupils. Such work demonstrates how well the academy guards against discrimination and intolerance. Pupils are very well prepared for life in modern Britain.
- Leaders promote positive values very strongly. Units of work are specifically designed to develop attributes such as participation in society, tolerance, respect for others and involvement in decision making. The academy develops pupils' sense of responsibility towards others successfully. For example, pupils have the opportunity to take on a leadership role, as house captain or lunch leader. The academy strongly promotes equal opportunities through such work.
- The school development plan is highly effective. Leaders identify key priorities for school improvement accurately. For example, leaders intend to recruit staff of equally high calibre to Key Stage 2 in readiness for September 2015. Actions already taken have strengthened pupils' progress. For example, leaders revised the curriculum last year in response to identifying a weakness in pupils' understanding of the world.
- Subject leaders are highly effective. They monitor the quality of pupils' work closely and develop other staff's skills and knowledge in their subjects.
- Leaders make excellent use of additional funding to support disadvantaged pupils. The academy has provided extra teaching support and worked very effectively with families. As a result, this group of pupils makes very rapid progress and their attendance has improved substantially.
- Primary sports funding is used effectively. The academy uses outside specialists to develop teachers' skills in teaching physical education. It also funds a very wide range of clubs, such as ballet, gymnastics, tennis, football and dance. Pupils' participation in sport and other physical activity has improved as a result.
- The academy trust monitors the academy's performance assiduously and expects much from leaders and staff. It has helped the principal and senior leaders to establish an academy where teachers and pupils have high aspirations of teaching and pupils' learning.
- Safeguarding arrangements are thorough and meet statutory requirements. Leaders work regularly with other agencies. Academy records show how some individual pupils have benefited from the academy's effective safeguarding work.
- Leader and managers have quickly established the confidence of parents and developed valuable relationships with them. All parents who talked to the inspector spoke very highly of the academy and the support it had given them. All parents who responded to the online Parent View survey thought that the academy was well led.
- **The governance of the school:**
 - The governing body, which includes representatives from the academy trust, monitors academy provision and performance very carefully. Governors regularly visit the academy to see the quality of teaching and of pupils' work for themselves. They have a commendable understanding of information about pupils' achievement. Governors challenge leaders about all aspects of academy provision, including how well the academy is closing gaps between different groups of pupils. Governors check that training and support given to teachers make a difference to their performance. They also make sure that any pay awards are justified by good teaching. Governors are forward looking and contribute very well to academy development planning. Their impact on academy improvement is outstanding.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils demonstrate a genuine thirst for knowledge and a deep love of learning, both of which the academy nurtures very well. Pupils focus on their work very well and are often utterly absorbed by it.
- Pupils behave extremely well towards one another. They are very friendly, respectful and attentive towards one another.
- The academy manages pupils' behaviour very well through a 'pot of gold' system of rewards and sanctions. Academy records show very few incidents of poor behaviour in the academy's history. These records also show that the academy has successfully improved the behaviour of individual pupils.

Safety

- The academy's work to keep pupils safe and secure is outstanding.
- The academy considers pupils' needs very carefully to keep pupils safe and make them feel at ease. This includes some excellent work with individual pupils and families.
- Pupils learn about how to keep themselves safe and avoid risk, including when online. Pupils who spoke to the inspector clearly explained some key strategies for keeping safe on the internet.
- The academy enables pupils to understand and avoid bullying. It guards pupils against possible extremism and intolerance very well through its teaching.
- Leaders have substantially improved pupils' attendance. They have acted strongly to reduce persistent absenteeism to a level well below that in most other schools. Leaders carefully monitor individual pupils' attendance and follow up any absenteeism immediately.
- Pupils who spoke to the inspector said that they felt safe and welcomed in the academy. The vast majority of parents who offered an opinion thought that their children were safe and well looked after at the academy.

The quality of teaching is outstanding

- The principal's very high expectations have established outstanding teaching across the academy. Teachers teach with an enthusiasm that rubs off on their pupils. Pupils progress rapidly in all year groups as a result.
- Teachers offer pupils of different abilities work that is extremely well matched to their needs. All groups of pupils, including the most able, receive challenging work. Teachers use questioning smartly to stimulate pupils' thinking and deepen their learning.
- The academy teaches reading very well. Teachers give pupils precise guidance that develops their understanding of how letters and sounds relate to each other. Pupils who read to the inspector demonstrated a developed love of reading. School information shows that current pupils make very fast progress in reading.
- Writing is taught very effectively. Teachers assess pupils' writing skills very carefully and regularly. They give pupils very clear advice about how to develop their work. Many books seen by the inspector demonstrated how individual pupils had made extremely rapid progress in developing the quality of their writing over time.
- Mathematics is taught very successfully. Teachers give pupils clear explanations that develop pupils' mathematical understanding highly effectively. Teachers challenge pupils to explain their mathematical reasoning in detail and depth. Pupils make rapid progress as a result.
- Teaching assistants are used very well to support the learning of pupils with particular needs. They contribute to the effective use of questioning and the clarity of explanation given to pupils.
- A very large majority of parents who offered an opinion thought that their children were taught well.

The achievement of pupils is outstanding

- There are no published end of Key Stage 1 results for the academy as yet. This is because this is the first year that Year 2 pupils have been in the academy. However, pupils' standards of work as they approach the end of Key Stage 1, while sometimes slightly below national expectations, are rapidly improving.
- Pupils' work shows that pupils make extremely rapid progress from their starting points in all subjects. The academy's records of pupils' achievement also demonstrate this.

- The most-able pupils' standards of work in mathematics, reading and writing are much higher than expected for their age. Their exercise books contain very thoughtful work full of attention to detail. Pupils' mathematics books contain examples of pupils reasoning and investigative skills. Their English books contain well developed writing. These books demonstrate extremely rapid progress over time.
- Disabled pupils and those who have special educational needs typically make very rapid progress from their starting points. Their standards of work in all subjects are swiftly approaching those expected of other pupils nationally. The academy identifies and responds to these pupils' individual learning needs promptly, often through additional support.
- Disadvantaged pupils make very rapid progress in all subjects. Their standards of work in reading, writing and mathematics are also improving very quickly and approaching those of other pupils nationally. The academy is closing the gap between this group of pupils and others very effectively.

The early years provision

is outstanding

- Children's achievement is outstanding. Children start Reception with skills significantly below those typical for their age. They make very rapid progress and develop very good learning habits. Children are very well prepared for learning in Year 1, as a result. In 2014, children left the Reception class with skills in line with national expectations.
- Teaching is outstanding. Teachers and teaching assistants listen and respond to children receptively and make very good use of their interests and discoveries to promote learning. Early years staff develop children's learning across the curriculum through their use of the indoor and outdoor classrooms. They present resources in a very stimulating manner that encourages children to explore activities in depth. For example children carried out scientific investigations during an outdoor role-playing activity. They explored natural materials and made 'mud-cakes' from recipes they had written earlier.
- The teaching of letters and sounds is well planned and engaging. Children develop key skills in letter recognition and in their formation that ensure a good start is made in their early writing development.
- Children's behaviour is outstanding. Children engage in child-led and adult-led activities with a real sense of purpose and very strong concentration. They share activities and resources very happily and treat each other with great friendliness and consideration.
- Staff keep children safe very well. Children use resources safely and with consideration for others. Leaders have ensured the safety of the early year's section of the academy building. Staff are properly trained in first aid for young children.
- Leadership is outstanding. The leader leads by example and demonstrates her very high expectations at all times. She ensures that staff closely assess children's skills and use their understanding to plan activities to meet their needs. For example, during a recent Pirates topic children were inspired by a letter they 'found' to write letters to a fictional pirate.
- The leader has developed the use of the outdoor area to great effect. She and the principal have made sure that teaching is consistently outstanding. As a result, children currently in Reception are producing work of an even higher standard than in the previous year.

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	139692
Local authority	Bournemouth
Inspection number	450062

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Simon Pink
Headteacher	Claire Addis, Principal
Date of previous school inspection	Not previously inspected
Telephone number	01202 774830
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