

# Switched-On Christian School

29–35 Wimborne Road, Bournemouth, Dorset BH2 6NA

## Inspection dates

11–13 September 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The leadership and management of the school have improved since the previous inspection. The proprietor has ensured that all the independent school standards are met.
- The headteacher and senior leader have successfully guided the school through a period of growth and change. Over the past year, the school has employed more staff and moved into bigger premises.
- Pupils join the school from a wide variety of backgrounds. From their different starting points, pupils make strong academic progress. All pupils secure places in further education or training when they finish Year 11.
- Pupils follow an online curriculum. This curriculum provides pupils with a suitable range of knowledge and understanding.
- The most able pupils are given work that challenges and stretches them. Teachers provide extra help for those pupils who are less able. Consequently, teaching is well matched to pupils' aptitudes.
- Senior leaders' efforts to improve pupils' reading have only been partially successful. Pupils do not yet read a wide variety of authors.
- Most pupils who have special educational needs (SEN) and/or disabilities make good progress. However, staff have not received formal training in supporting these pupils and so they do not yet have a suitable depth of knowledge in this area of work.
- Pupils are polite, well-mannered and conscientious. This makes a strong contribution to their achievement.
- Pupils develop communication skills well. Most speak articulately to each other and to adults. Those who find this a challenge are supported well to build greater confidence.
- Pupils receive suitable careers guidance in Years 10 and 11. However, careers education in Years 7, 8 and 9 is less well developed.
- The headteacher has introduced an effective process for managing the quality of teachers' work. Staff morale is high because they feel supported by this process.
- The school advisory board understands the school's performance and guides its strategic direction well. Even so, the process for managing the performance of the headteacher is not rigorous enough.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievements by:
  - providing teachers and teaching assistants with training on how to support pupils who have SEN and/or disabilities
  - developing the strategy for careers education and advice so that pupils in Years 7, 8 and 9 receive more information and guidance
  - further extending the range of authors and genres pupils read.
- Improve leadership and management by revising the system for managing the performance of the headteacher so that her work is properly evaluated and fully recognised.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and senior leader are passionate about providing a personalised education for pupils, based on Christian values. They have retained the distinctive ethos of the school while moving to new, larger accommodation, recruiting more staff and increasing the number of pupils.
- All staff share the vision of the senior leaders. They feel included in development planning at the school. Staff model tolerance and inclusion well. They are ambitious for all pupils to succeed, no matter what their background or beliefs.
- The headteacher monitors the work of teachers and teaching assistants closely through an effective performance management process. She provides suitable professional development opportunities for them. As a result, teachers are well motivated and have a good understanding of the school's curriculum.
- Since the previous inspection, senior leaders have improved their processes for self-evaluation and strategic planning. Senior leaders now ensure that key policies are reviewed systematically and so are kept up to date.
- The curriculum is designed around an online education programme. It includes English, mathematics, science, humanities, modern languages and religious education. Consequently, the curriculum has a suitable balance of subjects to provide pupils with a broad range of knowledge and skills. These subjects are complemented by artistic and practical subjects, including physical education, taught in the afternoons. For example, pupils recently fabricated wooden picture frames to a high standard, using a range of hand tools.
- Pupils understand the fundamental British values of tolerance, respect for the law and democracy. The headteacher ensures that the personal, social and health education programme, and regular assemblies, provide strong messages to pupils about the importance of these values.
- Senior leaders are committed to pupils' spiritual, moral, social and cultural development. They weave activities that support pupils' personal development throughout the curriculum. For example, pupils' confidence is boosted by their involvement in a musical production at the end of each year.
- All staff replied to the Ofsted survey to give their opinions. All staff are proud to work at the school and all of them believe the school is well led and managed.
- Parents and carers who spoke to the inspector during the inspection, and those who replied to the Parent View survey, believe the school is providing a good standard of education. Parents particularly value the individual care and support their children receive.

### Governance

- The proprietor's actions to improve the quality of record-keeping and action planning have ensured that all the independent school standards are now met. Senior leaders demonstrate the capacity to further improve systems within the school.
- The school advisory board has an accurate understanding the school's performance and

guides its strategic direction well. It makes sure that suitable financial control is maintained.

- The school advisory board works closely with senior leaders and parents. It provides suitable challenge to senior leaders on the performance of the school. It ensures that teaching staff are well trained and held accountable for their work. However, the process for managing the performance of the headteacher is not rigorous enough.

## **Safeguarding**

- The arrangements for safeguarding are effective. Senior leaders understand their statutory responsibilities well. They take part in local networks of senior leaders and so keep up to date with the latest legislation and good practice in safeguarding.
- The school's policy and procedures for keeping pupils safe are fit for purpose. Senior leaders make appropriate checks on all staff before they are appointed, to make sure they are suitable to work with children.
- Staff receive regular training and updates in safeguarding. They fully understand their responsibilities in ensuring the safety and well-being of all pupils.
- Parents believe their children are kept safe at all times. They say pupils always know who they can go to if they have any concerns or worries. The headteacher has created an open culture where pupils feel comfortable discussing safeguarding issues.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers develop positive, respectful relationships with pupils. Pupils appreciate the one-to-one tuition they receive and hold their teachers in high regard. These good relationships are the cornerstone of the school's success in helping pupils achieve well.
- Teaching is highly individualised. Pupils work online for the majority of their time. Teachers provide pupils with guidance and support. Learning activities and assessments are closely linked, and so teachers have an accurate and timely understanding of pupils' progress through their courses.
- When pupils arrive at the school, teachers carry out initial assessments in English and mathematics. Teachers ensure subsequently that pupils are given work that is suitably challenging for their ability.
- Pupils, especially those who have SEN and/or disabilities, appreciate the structured teaching the school provides. Pupils see themselves gaining new understanding in small steps and this motivates them to continue their efforts. However, teachers' knowledge and understanding of methods of assessing and helping pupils who have SEN and/or disabilities are not yet deep enough.
- Teachers have high expectations of pupils' work and their behaviour. As a result, learning typically proceeds without interruption and pupils make good progress through their work each day. Where pupils fall behind with their work, they are supported well, given extra help and so catch up.
- Teachers give pupils of all ages significant responsibility for organising their learning. Pupils learn to manage their time successfully, and so develop resilience and independence.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud to belong to this small school community. Established pupils enjoy their experience and those who have started this year say they are very happy to have joined the school.
- Pupils mix with each other well at breaktime, lunchtime and when they take part in creative, practical and sports activities together in the afternoons. Pupils' self-esteem grows because they feel valued by their teachers and their peers.
- Pupils are well looked after at school. They feel safe. This helps them develop trust quickly, with staff and with each other.
- Staff identify pupils' emotional and social needs precisely because they work in close partnership with them and their parents. Staff strive to meet these needs and, consequently, pupils' emotional and social well-being is secure.
- Staff provide good advice to older pupils about the possible careers they could follow when they leave school. However, younger pupils, for example in Years 8 and 9, do not receive as much advice as they should. They are not fully aware of the careers they might aspire to.

### Behaviour

- The behaviour of pupils is good.
- Pupils' conduct in lessons is studious. Pupils in the junior class and in the senior class are diligent when working on their own and attentive when taking part in group discussions. This businesslike environment helps pupils learn well.
- Pupils behave well around the communal areas, corridors and outside spaces. They respect the school environment and keep it clean, tidy and free from litter.
- Pupils say that incidents of bullying do not take place. Parents agree with this view. Senior leaders have suitable strategies for dealing with poor behaviour. However, these strategies have not had to be used because serious incidents have never taken place. No pupil has been excluded from this school.
- Pupils' rate of attendance is well above the national average. Pupils are punctual and arrive at school ready to learn. Occasionally, pupils join the school who are not used to formal education. Staff work flexibly with these pupils to successfully integrate them into school life. The rate of persistent absence is extremely low.

## Outcomes for pupils

Good

- Pupils reach academic standards by the end of Year 11 that allow all of them to move on to appropriate further education or training. Some pupils take vocational courses, while

the large majority secure places on A-level courses in a range of academic subjects, including English and mathematics.

- Pupils' English skills are developed well. Pupils make good progress in spelling, punctuation and grammar. The majority of pupils enjoy reading and speak confidently about the books they like to read. However, some pupils are less enthusiastic about reading. These pupils do not read widely or select books from a suitably wide range of styles of writing.
- Although pupils predominantly study at their computers, they also complete written notes and so practise their handwriting skills. Most pupils communicate clearly in writing and organise their notes appropriately. Nevertheless, a minority of pupils find it difficult to organise their notes effectively and so present untidy work.
- Pupils' learning in mathematics is well structured. The headteacher has introduced more experience of practical applications of mathematics for pupils to supplement their online learning. Consequently, pupils make good progress in developing their mathematical understanding.
- Pupils learn well in a range of other subjects, such as science, history, geography and modern languages. Pupils attain an American high-school diploma in Year 11. This recognises their attainment at a standard equivalent to a GCSE grade 5 or better in these subjects. The most able pupils attain high standards, equivalent to GCSEs at grade 7 or above.
- The least able pupils take functional skills courses in English and mathematics at either entry level or level 1. These pupils are thriving because of the individual help they receive.
- Staff know the pupils very well. The school is a close-knit community. Teachers provide a nurturing environment for the small number of pupils who have SEN and/or disabilities. Although most of these pupils steadily improve their self-confidence, teachers' assessment of their particular needs is not yet sophisticated enough.

## School details

Unique reference number	138249
DfE registration number	837/6008
Inspection number	10053784

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	14
Number of part-time pupils	0
Proprietor	Switched-On Education Ltd
Headteacher	Cheryl Hill
Annual fees (day pupils)	£4,200 to £7,200
Telephone number	01202 402021
Website	<a href="http://www.bournemouthchristianschool.co.uk">www.bournemouthchristianschool.co.uk</a>
Email address	<a href="mailto:switchedonchristianschool@gmail.com">switchedonchristianschool@gmail.com</a>
Date of previous inspection	15–17 November 2016

## Information about this school

- Switched-On Christian School is much smaller than the average-sized school. It is operated by the proprietor, Switched-On Education Limited.
- A small 'school advisory board' meets with senior leaders regularly and provides professional advice.
- The date of the school's last standard inspection was 15–17 November 2016. At that time, the school did not meet all of the independent school standards. Subsequently, two monitoring inspections have taken place.
- The school previously leased premises from Winton Methodist Church. It moved to its current premises, on the site of the Anglo Continental Language School, in September

2017.

- The school is applying to change its name to Bournemouth Christian School. However, it is currently still registered as Switched-On Christian School.
- The school does not use alternative provision.



## Information about this inspection

- The lead inspector met with the headteacher, senior leader and all other staff. The lead inspector met with the chair of the school advisory board and held telephone conversations with representatives of the local authority and the virtual school for children looked after.
- The lead inspector observed learning in the two classes and scrutinised pupils' work in a range of subjects. Meetings were held with groups of pupils who have been at the school for some time and those who have recently joined the school. Informal discussions took place with pupils at breaktime and lunchtime.
- The lead inspector looked at a range of documentation, including minutes of school advisory board meetings, the school development plan and documents relating to safeguarding.
- All staff responded to the Ofsted questionnaire. The lead inspector met with several parents and took two responses to the online questionnaire, Parent View, into consideration.

## Inspection team

Paul Williams, lead inspector

Her Majesty's Inspector

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