

Inspection of Testbourne Community School

Micheldever Road, Whitchurch, Hampshire RG28 7JF

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Outstanding
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This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are supported to be confident and articulate. They embrace the school's value of personal integrity, building a sense of responsibility for their own choices and their learning. Pupils benefit from a broad curriculum that develops their understanding of the world around them. High expectations are set for what they can achieve. This includes pupils with special educational needs and/or disabilities (SEND). The individual needs of these pupils are known and met.

The school is a calm and purposeful environment. Pupils feel safe and most behave very well. They are respectful of each other and have warm relationships with staff. Pupils' voices are heard. They make a strong contribution to the school's focus on creating a culture of equality. Pupils are understanding of and value diversity. They are not concerned about bullying and know that discrimination is never tolerated.

Character education is highly valued. Pupils develop their leadership qualities in a range of democratically elected roles. They feel empowered by the motivational speakers who often visit the school. An extensive range of enrichment and extra-curricular opportunities are provided. Many pupils benefit from the mix of sporting, academic, musical and creative activities. A large number of pupils are enrolled on the Duke of Edinburgh's Award, developing self-esteem through completion of the programme.

What does the school do well and what does it need to do better?

The school has carefully crafted a highly ambitious curriculum through which pupils learn a wide range of subjects. Engaging and interesting topics are taught across all areas that ignite a passion for learning. The precise knowledge that pupils need to learn is identified and builds systematically over time. In a small number of subjects, leaders are still fine-tuning how consistently well the curriculum is implemented. Some teachers do not always adapt or check on pupils' learning precisely enough. This means some pupils do not learn as much as they could and therefore do not always achieve highly.

One-page profiles accurately identify to staff the additional help that pupils with SEND need to aide their learning. Teachers implement these strategies effectively within lessons, paying close attention to the tailored support each pupil requires. The school's 'learning coaches' provide skilled assistance and motivation to identified pupils to help them learn. The school is continuing to improve communication with parents of pupils with SEND so that they are kept informed of the support in place.

Pupils achieve well at this school. Teachers are knowledgeable about the subjects that they teach. They present new information clearly and logically. Teachers help pupils to practise recalling previous learning. Assessments take place regularly, with pupils knowing what they need to do to improve. This helps develop an ever-increasing depth of understanding. Reading is prioritised, with close attention given to developing pupils' vocabulary across the curriculum. Those pupils who struggle

with literacy get the extra support they need, including from the school's 'reading buddies'.

Pupils attend school well. They line up promptly and sensibly for their assemblies at the start of the day. In lessons, most pupils focus diligently on their work and disruption is rare. There are rewards and sanctions in place to support positive behaviour. However, these are not always applied consistently. When this happens, some pupils are not as engaged in lessons and therefore do not learn as much as they could.

The school provides a thoughtful and well-considered personal development programme. Pupils learn valuable lessons for future life, such as how to protect their personal information and stay safe when online. Strong links exist with the local community. Many pupils take on voluntary roles, experiencing the world of work while helping those less fortunate than themselves. Pupils receive high-quality careers guidance. They benefit from regular assemblies and careers days to inform them of future opportunities. Pupils with SEND get specific help to make informed choices about their next steps.

Governors have a good understanding of the school. They work well with the strong and dedicated headteacher, and with the highly capable leadership team. Leaders provide support to a professional and committed staff body who hold high aspirations for all pupils. Staff benefit from carefully targeted training. A comprehensive professional development programme provides frequent opportunities for staff to share best practice and improve their teaching knowledge to help pupils achieve. Workload is managed effectively, to ensure that time is spent focusing on the well-known school improvement priorities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some teachers do not always adapt the curriculum sufficiently. When this happens, some pupils do not learn as much as they could and do not achieve highly. The school should continue to ensure that all staff are able to confidently adapt the curriculum to the needs of individual pupils and check their understanding systematically.
- A small number of pupils do not always focus on their learning as well as they should. In addition, the school's behaviour system is not always applied consistently by staff. The school needs to ensure that the behaviour system is well known by all and implemented as intended.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116502
Local authority	Hampshire
Inspection number	10267894
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	946
Appropriate authority	The governing body
Chair of governing body	Steven Martin
Headteacher	Jon Beck
Website	www.testbourne.school
Dates of previous inspection	11 and 12 November 2010, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, there have been a number of changes in staff, including the appointment of the headteacher.
- 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 school currently uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspectors met with the headteacher, subject leaders, the leader responsible for pupils with SEND, other teachers and support staff.
- The lead inspector met with governors and with a representative of the local authority.
- The inspectors carried out deep dives in these subjects: mathematics, science, design and technology, modern foreign languages and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work where appropriate.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Meetings were held with groups of pupils and staff to hear their views.
- The inspectors considered the responses to the confidential Ofsted surveys for staff, pupils and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector	His Majesty's Inspector
Anne Cullum	Ofsted Inspector
Lucy Hillyard	Ofsted Inspector
Jason Philipsz	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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