

Inspection of Bayside Academy

Turlin Road, Turlin Moor, Poole, Dorset BH16 5AH

Inspection dates: 8 and 9 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are at the centre of this inclusive and nurturing school. Leaders have high expectations of what pupils can achieve. Most parents appreciate the guidance and support the school provides. One parent commented that 'the school cares about children holistically rather than just on their academic achievements'.

Pupils enjoy coming to school. They state that 'everyone is a big team' and they are 'on the Bayside boat together'. Pastoral support for pupils and their families is strong. Staff have an accurate view of their needs. This supports pupils with their classroom learning and personal development well.

Most pupils behave well. They are polite and courteous. Pupils say that the behaviour of some pupils can distract and interrupt learning at times. However, staff manage these situations with sensitivity and consideration. Pupils understand what bullying is and say that staff deal with it effectively when it happens.

Pupils understand the importance of being tolerant. They see everyone as being different and know that difference should be respected. Pupils appreciate the opportunities the school provides beyond the classroom, including residential visits and sporting events. Pupils form strong relationships with the adults that work with them.

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

Leaders put the well-being of pupils and staff at the forefront of their work. Staff respect and highly value the determined leadership of the principal. They appreciate the support and training opportunities provided for them.

Leaders prioritise reading. From the moment children start in Reception, they learn phonics. Pupils practise their reading using books that are matched well to their phonics knowledge. Leaders have rightly identified where some pupils have gaps. Staff ensure appropriate support is put in place to enable these pupils to catch up quickly, including those in key stage 2 who struggle with their fluency skills. Older pupils understand the importance of being able to read. Staff expose them to a range of high-quality texts. This supports their comprehension skills and vocabulary development effectively. Most pupils enjoy reading. They say they read regularly and enjoy learning new words.

Leaders are ambitious for pupils, including those with special educational needs and/or disabilities (SEND). They provide opportunities for pupils to develop resilience through the curriculum to support pupils to become life-long learners. However, on occasion, staff in the early years do not provide learning opportunities that match the ambition of the school's planned curriculum. As a result, some children in the early years do not reach the school's intended aspirations or what they are capable of.

Leaders have implemented a mathematics curriculum that is carefully sequenced and planned from the early years. Leaders have ensured that new learning builds on what pupils already know. Teachers use assessment effectively to check understanding. They quickly identify any misconceptions that pupils may have. Teachers have good subject knowledge. Pupils enjoy mathematics and expectations of them are high.

Leaders have designed an interesting and varied curriculum for subjects beyond English and mathematics. In science, learning is well sequenced with hands-on opportunities that develop pupils' scientific skills through investigation and experimentation. However, for some subjects within the wider curriculum in some year groups, pupils have gaps in their knowledge. They are not always able to build reliably on what they have learned before.

Pupils with SEND receive carefully planned and adapted support. Leaders involve external agencies where relevant. Pupils with SEND thrive in an environment where they can fully take part in school life.

Leaders set high expectations of pupils' behaviour. Most pupils display positive attitudes to their learning. As a result, the school is a purposeful place to learn. Staff have effective plans and strategies to help those pupils who struggle to manage their own behaviour.

Leaders prioritise pupils' personal development. Pupils enjoy taking up a range of responsibilities. These include being school councillors, sports leaders, house captains and librarians. Pupils carry out these roles well and wear their star badges with pride. They develop positive attitudes about relationship differences and understand that everyone should be valued for who they are.

Trust leaders share the same ambition as school leaders. They check the leadership of the school through regular review and challenge. The trust provides a wide range of opportunities for staff to develop their own skills. Decisions are made in the best interests of pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure there is a strong culture of keeping pupils safe. Staff receive regular and up-to-date training. Systems for reporting concerns are effective. Staff understand what to do if they are worried about a child. They know leaders take their concerns seriously and that no concern is too small to report. The support for vulnerable pupils is strong.

Leaders complete the necessary checks to ensure that all staff are safe to work with pupils. Pupils feel safe. Leaders have ensured that the curriculum supports pupils' understanding of risk, including those within the community, and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, pupils have gaps in their knowledge and understanding. As a result, they are not always able to build effectively on what they already know and can do. Leaders need to ensure that key content is made explicit, relevant and adapted further so pupils know more and remember more over time.
- On occasion, children in the early years do not always have provision that is closely matched to specific need. As a result, some children do not always receive a wide range of meaningful experiences that support and enhance their learning. Leaders need to ensure that a range of varied opportunities within the early years is organised so that all children maximise their potential.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145496
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10227798
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	Board of trustees
Chair of trust	Caroline Sard
Principal	Matt Vernon
Website	www.bayside-academy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Ambitions Academy Trust in April 2018.
- The current principal took up his post in November 2019.
- The school uses one unregistered alternative provider.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, the special educational needs lead, the early years and key stage 1 phase leader, the health and well-being champion, groups of staff, the director of primary education, the chief education officer and a representative of the academy advisory committee.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and art. For each deep dive, inspectors discussed the

curriculum with subject and phase leaders, visited samples of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- An inspector spoke with the principal regarding other subjects within the wider curriculum.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding leads to evaluate the effectiveness of safeguarding. They also scrutinised the school's single central record.
- Inspectors considered the 24 responses to the online survey, Ofsted Parent View, including 13 free-text responses, and one letter from a parent. They also considered 33 responses to the staff survey.

Inspection team

Heather Barraclough, lead inspector	Her Majesty's Inspector
Adam Matthews	Ofsted Inspector
Hester Millsop	Ofsted Inspector

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