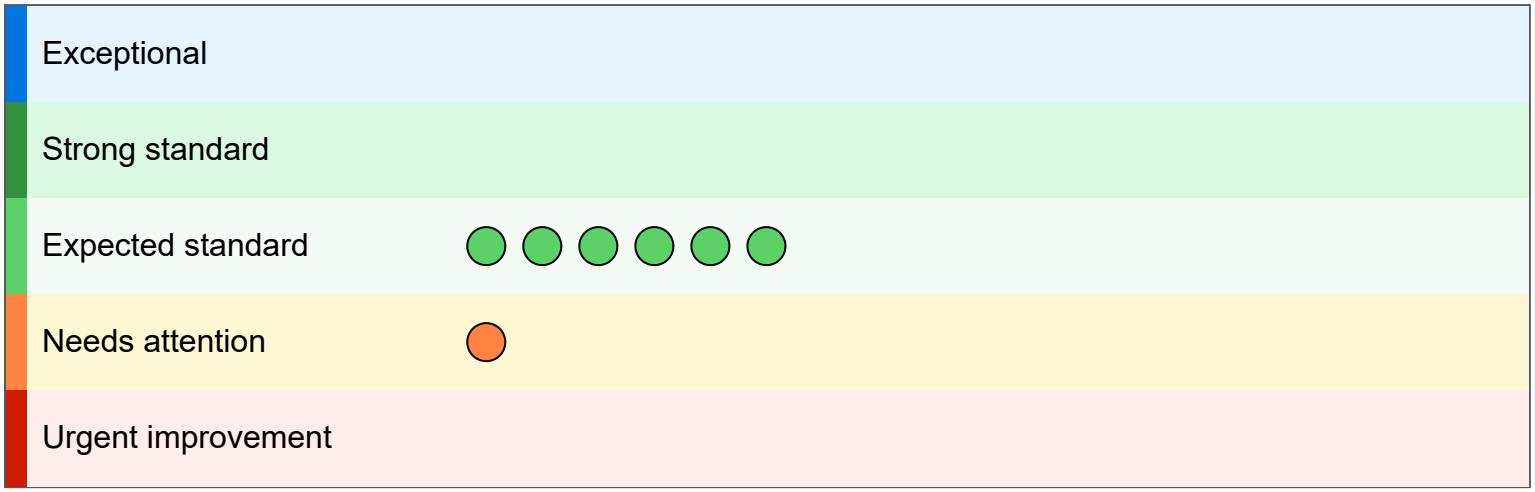
Bournville School

Address: Hay Green Lane, Birmingham, West Midlands, B30 1SH

Unique reference number (URN): 141318

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

By the end of the primary phase, most pupils make above average progress from their starting points in reading and writing. However, pupil achievement is generally below national averages. Progress in mathematics is close to national averages. In the secondary phase most pupils make progress and, although achievement varies between subjects, pupils typically achieve as well as pupils in similar schools. Improvements in the number of pupils accessing further education, employment and training highlights pupils are better prepared for their next steps.

Work in books demonstrates secure subject knowledge. Key skills and vocabulary in books highlights how pupils build upon these over time. Pupils are able to articulate what they have learned and apply it to previous learning. Leaders are focusing upon pupils deepening their knowledge so that they can apply it to show a rich understanding of their learning. In primary and secondary lessons, teachers use assessment well to address misconceptions and secure knowledge. Leaders use data to inform interventions and support pupils, including those with special educational needs and/or disabilities and disadvantaged pupils.

Attendance and behaviour

Expected standard

Leaders have introduced robust attendance systems and there is a clear, holistic understanding of the importance of pupils attending school. This has led to improvements in attendance over time, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders are aware of the need to improve attendance further and a range of bespoke interventions are implemented for those pupils who face barriers to attending regularly. Attendance data is scrutinised to identify trends and patterns. Communication with families is effective and staff work closely with pupils, parents, carers and other professionals to understand individual circumstances and develop personalised approaches. Pupils' punctuality to school is promoted through equally precise systems.

Leaders have revised the whole school approach to behaviour. Changes in structures, systems, culture and staff approaches to behaviour management means that pupils are clear on what leaders' expectations of them are. Pupils know how to behave, and why behaving is important to their learning and future. Pupils move around the school in a calm and orderly manner. They are respectful to one another and staff in lessons. Social times are positive. Younger pupils enjoy outdoor spaces, while older pupils socialise well with their peers. When pupils face specific challenges, a 'team around the child' approach gives pupils a voice and supports actions that are bespoke to them. Pupils know that bullying or prejudice and discrimination are not tolerated and will be dealt with by staff.

Curriculum and teaching

Expected standard

The curriculum is planned and sequenced well, with pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils accessing the same ambitious curriculum as their peers. The curriculum provides opportunities for pupils to deepen their

knowledge over time. Leaders understand the curriculum well and are focusing upon strategies to ensure it is consistently implemented across all key stages.

Teachers across all key stages demonstrate secure subject knowledge. Staff benefit from evidence-informed professional development and this has created a shared understanding of common teaching routines across the school. This shared understanding means that pupils are typically taught well.

The use of routines such as ‘do now’, ‘practice’ tasks and deliberate practice are supporting pupils in locking in their learning and securing knowledge. Typically, strategies including cold calling and teacher circulation allow teachers to identify any misconceptions in pupils' work and address them accordingly. Teachers demonstrate secure knowledge of pupils with SEND and disadvantaged pupils. This knowledge is used to inform planned and purposeful adaptations to reduce barriers to learning.

In the primary phase, phonics teaching is generally effective. It helps pupils develop early reading skills successfully. Writing and mathematics are also prioritised, and work on handwriting is supporting improved accuracy. In the secondary phase, interventions for reading are in place to support pupils’ fluency and comprehension.

Inclusion

Expected standard

Pupils with barriers to learning and wellbeing are included and valued at Bournville Academy. Leadership decisions and whole school systems ensure that inclusion is a core component of school life. Pupils are well known by leaders and staff, and additional needs are clearly identified. Staff have detailed information about how best to support and adapt their practices to enable students to participate fully.

Pupils with special educational needs and/or disabilities (SEND) typically benefit from a range of planned adaptations, including scaffolding, seating arrangements, the use of additional adults, visual resources and check-ins. Regular communication between leaders and staff, and effective engagement with parents allow the impact of adaptations to be monitored and amendments made if necessary. The school’s ‘nest’ provision for primary phase pupils typically meets individual pupils’ complex needs.

Disadvantaged pupils are as equally well known and supported by leaders. The barriers that disadvantaged pupils experience are effectively addressed through clear systems of identification and additional provision. Provision that staff put into place is tracked to ensure that is has a positive impact on pupils learning and wellbeing. Pupils that are known to social care benefit from structured support to monitor their attendance, behaviour and progress. They receive individualised support and additional funding is used appropriately, including academic tutoring and holiday provision. The school's use of alternative provision, including its own bespoke internal pathway, exemplifies leaders’ commitment to inclusion.

Leadership and governance

Expected standard

Leaders have a robust and extensive understanding of their school. Leaders monitor and evaluate provision across the school to identify what is working well, what is not and make informed decisions as a result. These decisions lead to actions that are in the best interests

of pupils' learning and wellbeing. Pupils are attending more, behaving better, and learning more thanks to leaders' actions. Leaders have a clear commitment to strengthen provision further, embed systems and routines and build on the school's positive culture.

Trustees and governors understand the school well. They share leaders' vision and there is an alignment of values. They collaborate effectively with leaders to support school improvement and future growth. Trustees provide appropriate support and challenge, and ensure statutory responsibilities are met. Leaders build purposeful relationships with external professionals. The school's onsite alternative provision highlights leaders' ethical decision-making to support pupils with additional barriers or vulnerabilities.

Staff benefit from a coherent professional development model, which is closely connected to the school's quality assurance processes. Leaders talent spot staff and develop leadership capacity from within the school. Leaders are proactive in actively seeking ways to improve the work life balance of staff. Staff wellbeing is supported through multiple layers within the school. Staff value the openness of leaders and echo pupils in terms of the improvements that are being made in the school. Staff are proud to be part of the school community. Leaders have strengthened relationships with parents, carers and the wider community. Parents and carers are supportive of the school and the positive impact it has on their children's lives.

Personal development and wellbeing

Expected standard 

Pupils' personal development and wellbeing are supported through a effective pastoral system and opportunities to experience and deepen individual pupil interests. The school's personal development and wellbeing programme is carefully sequenced from Reception to year 11. The programme is delivered through specific lessons, form time, assemblies and drop-down days, such as culture day. This allows pupils to build on their knowledge over time. This provision is strengthened through the schools' values based 'STRIVE' character programme. Pupils learn about healthy relationships and sex education in an age-appropriate way. Pupils also study topics related to protected characteristics, personal finance and contemporary local risk, for example water safety. However, while the programme is designed in a systematic way, pupils' knowledge and understanding of specific themes is not always secure, including fundamental British values.

The school provides a broad programme of enrichment and wider experiences. Pupils can participate in a range of activities, including basketball, school productions, dungeons and dragons and chess. Participation is actively monitored and pupils visit destinations that they may not normally experience. This supports them in developing their confidence and independence. These are deepened by the ample pupil leadership opportunities, including head boy and head girl. These are open to all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities.

The pastoral team, teachers and support staff know their pupils and families well. They provide personalised help and support to pupils, including counselling, safe spaces and support from external professionals. This provision promotes pupils' wellbeing and a sense of connectedness across the school.

Careers education is appropriately sequenced and develops over the key stages. Pupils experience careers fairs, employer visits, careers guidance, taster days and mock

interviews. The programme considers individual's personal skills and attributes and feeds into preparation for work experience. These opportunities support pupils in making informed decision about their futures and raise aspirations.

Needs attention

Early years **Needs attention**

Children in the early years provision have historically made progress and secured foundations in reading, writing and mathematics. However, the experience of children in lessons in early years is variable. Children generally engage well with staff and while some routines are evident, they do not always support children in focusing on activities and tasks. Children quickly lose attention during some activities and become distracted. This affects the progress that children make. The precision with which staff support the development of language and vocabulary is not consistent. Whole class phonics and guided phonics within the classroom do not always secure progress in early reading. Childrens' connection to language through songs, rhymes, and poems does not strengthen children's emotional connection to language and pronunciation. Quality interactions and the outdoor provision supports children's physical development and safe risk taking but opportunities to maximise these is sometimes missed.

Teachers and staff are aware of children's starting points in early years. The curriculum is sequenced and adapted to support individual children's need, including disadvantaged children, children with special educational needs and/or disabilities, and children who speak English as an additional language. Leaders have appropriate ambitions for and expectations of children in the early years. They have a clear understanding of the quality of education and care in early years and are focused upon strengthening the provision for children.

What it's like to be a pupil at this school

Pupils at Bournville Academy have a clear sense of belonging. Pupils have a voice in shaping what their daily experience of school is like. Staff take the time to listen to pupils and, as a result, pupils are well known to staff. Pupils feel safe at the school because of the supportive wellbeing systems and pastoral care that they experience. Pupils at the school are happy to attend and are proud of their school.

Pupils attend school more often and benefit from clear, shared systems and structures when in school. Pupils at school reflect the school's vision of being 'articulate, resilient and ambitious'. Pupils show respect towards one another and follow the school's behaviour systems well. Pupils behave well during social times, concentrate in lessons and enjoy learning. Older pupils are positive role models for younger pupils. Pupils celebrate diversity and know that bullying or unkind behaviour will be dealt with by staff.

In lessons, in both the primary and secondary phases, pupils are typically taught well. They access a broad curriculum that is tailored to their needs and aspirations. Pupils with special

educational needs and/or disabilities and disadvantaged pupils experience the curriculum as well as their peers. Pupils generally get opportunities to practise what they have learned, have their understanding checked and make progress as a result. Children in early years are well cared for, although learning opportunities are not always as effective as they could be to support children from their different starting points.

Pupils' personal development begins in early years and permeates throughout pupils' time in school. Pupils enjoy a range of opportunities that help them prepare for life in modern Britain. Clubs such as LEGO club, wake up workout and homework clubs and visits to museums, theatres and themes parks develop all pupils' experiences outside of the classroom. Pupils' careers goals are well supported so that they make informed decisions about their future aspirations.

Next steps

- Leaders should ensure that children in early years have quality interactions with staff to support their development and learning in preparation for Year 1.
- Leaders should ensure that agreed teaching strategies are embedded consistently across the school to ensure that pupils are fully able to access the curriculum.
- Leaders should ensure that pupils secure detailed knowledge and understanding of the personal development curriculum.

About this inspection

This school is part of Fairfax Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Jones, and overseen by a board of trustees, chaired by Andrew Best.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive principal, head of academy, leaders from the school and from the trust, governors, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the chief executive officer of the trust.

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 inspectors confirmed the following information about the school:

The school makes use of 2 registered alternative provision.

The headteacher commenced their post in May 2026.

Executive Principal: Simon Mallett

Lead inspector:
Andrew Washbourne, His Majesty's Inspector

Team inspectors:
Elaine Haskins, Ofsted Inspector
Darren Lennon, Ofsted Inspector
Jane Howard, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

660
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

1,163
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

67.88%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

2.88%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

20.91%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Key stage 2

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	54%	62%	Below
2023/24 (final)	29%	61%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	45%	74%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	64%	72%	Below
2023/24 (final)	68%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	39%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Key stage 4

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	30.0%	45.4%	Below
2023/24 (final)	22.7%	45.9%	Below
2022/23 (final)	21.1%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	36.5	46.1	Below
2023/24 (final)	31.7	45.9	Below
2022/23 (final)	33.0	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.78	-0.03	Below

Year	This school	National average	Compared with national average
2022/23 (final)	-1.11	-0.03	Below
2021/22 (final)	-0.69	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Key stage 2

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	15%	46%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	82%	63%	Above
2023/24 (final)	30%	62%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	60%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	61%	Close to average
2023/24 (final)	30%	59%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the

data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Key stage 4

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	27.3%	25.8%	Close to average
2023/24 (final)	15.0%	25.8%	Below
2022/23 (final)	13.0%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	31.2	34.9	Close to average
2023/24 (final)	28.0	34.6	Below
2022/23 (final)	27.5	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.89	-0.57	Below
2022/23 (final)	-1.40	-0.57	Below

Year	This school	National average	Compared with national average
2021/22 (final)	-1.09	-0.55	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	69%	-13 pp
2023/24 (final)	15%	67%	-52 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	82%	81%	2 pp
2023/24 (final)	30%	80%	-50 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	60%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	81%	-16 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	30%	79%	-49 pp

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Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	27.3%	53.1%	-25.9 pp
2023/24 (final)	15.0%	53.1%	-38.1 pp
2022/23 (final)	13.0%	52.4%	-39.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	31.2	50.4	-19.2
2023/24 (final)	28.0	50.0	-22.0
2022/23 (final)	27.5	50.3	-22.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.89	0.16	-1.05
2022/23 (final)	-1.40	0.17	-1.56
2021/22 (final)	-1.09	0.15	-1.24

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	78%	92%	Below
2022 leavers (revised)	87%	93%	Below
2021 leavers (revised)	89%	94%	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	10.3%	7.8%	Above

Year	This school	National average	Compared with national average
2024/25 (3 term)	11.3%	8.4%	Above
2023/24 (3 term)	13.7%	8.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	31.9%	21.5%	Above
2024/25 (3 term)	35.4%	23.4%	Above
2023/24 (3 term)	42.0%	25.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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