

Burnside Business and Enterprise College

St Peter's Road, Wallsend, Tyne and Wear, NE28 7LQ

Inspection dates 23–24 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students' achievement is good. Students make good progress, often from low starting points, to achieve national averages on a number of measures.
- Students' performance in GCSE examinations and post 16 qualifications, including A levels, has risen strongly since the previous inspection.
- The gap between the performance of students who are eligible for the pupil premium and those with special educational needs, and other students is narrowing year on year. Students in the resourced provision make good progress
- The quality of teaching has developed quickly through careful monitoring and taking action to address weaknesses. Staff feel well supported and eager to improve further.
- Students' behaviour is good in and out of lessons and creates a positive climate for learning. High quality pastoral care ensures that students feel safe and cared for. Parents overwhelmingly agree their children are safe and happy in college.
- School leadership has developed rapidly since the previous inspection through a strong teamwork approach. Leaders at all levels are relentless in the pursuit of excellence and are determined to get the best outcomes for students.
- The sixth form is good. Changes to staffing, the curriculum, and to pastoral support have contributed to rising attainment, more students remaining in the sixth form and higher levels of student satisfaction .

It is not yet an outstanding school because

- Students do not make enough progress in their writing skills in English lessons in Key Stage 3.
- Teaching is not outstanding because not all teachers regularly evaluate students' work.
- Some teachers are not making the best use of assessment information to challenge or support students to do their very best.
- The quality of marking and feedback to students is variable in quality.

Information about this inspection

- Inspectors observed 50 lessons or parts of lessons. Four of these were shared observations with senior staff.
- Discussions were held with senior staff, subject leaders, members of the governing body and groups of students and a representative of the local authority.
- Inspectors viewed the college’s work and checked work in students’ books. They undertook a longer examination of Key Stage 3 students’ writing in a range of subjects. They looked at a range of documentation relating to students’ progress, school evaluation and improvement planning and safeguarding procedures.
- Inspectors took account of 47 responses to the Parent View online questionnaire and of 53 responses to the staff questionnaire.

Inspection team

Moira Fitzpatrick, Lead inspector	Additional Inspector
Peter William Harrison	Additional Inspector
Pauline Pitman	Additional Inspector
Paul West	Additional Inspector
Nigel Drew	Additional Inspector

Full report

Information about this school

- The college is much larger than the average sized secondary school.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, students known to be eligible for free school meals, and students whose parents are serving in the armed forces, is above average.
- The vast majority of students are of White British heritage, with a below average proportion from minority ethnic groups.
- The proportion of students supported at school action is above average; so too is the proportion of students supported at school action plus or with a statement of special educational needs.
- The college has additionally resourced provision for eight students with moderate learning difficulties, all of whom are integrated in mainstream provision.
- The college makes effective use of alternative provision for students in Key Stages 3 and 4, who are disengaged or at risk of permanent exclusion. The college meets the current government floor standards which set minimum targets for attainment and progress.

What does the school need to do to improve further?

- Improve the proportion of teaching that is outstanding by:
 - extending existing good practice to ensure that all teachers make regular checks on students' learning during lessons so that they increase the pace of learning and ensure that students don't waste time on work that is too easy
 - ensuring that marking and review of students' work is carried out regularly by teachers so that they are able to spot and correct errors, thereby helping students to improve the quality and level of their work
 - insisting that teachers recognise the different levels of need in all classes and are required to provide work at an appropriate level of challenge for all students in the class.
- Improve and increase writing opportunities for Key Stage 3 students in English lessons so that:
 - they build on the skills acquired in their primary school, by ensuring that teachers have a clear understanding of their starting points in writing when they join the school
 - students are given opportunities to learn to write for a range of different purposes and in different genre
 - students spend less time analysing and assessing levels of writing and more time reading good quality writing from which they can learn and model their own writing.

Inspection judgements

The achievement of pupils is good

- The proportion of students who achieved 5+ A* to C grades by the end of Year 11 rose again in 2013, confirming a three year rising trend of attainment at the college. Forecasts for the current Year 11, including GCSE results already achieved, suggest another significant step forward in achievement at GCSE grades including English and mathematics. Performance in mathematics and science is strong both at A* to C grades and for the proportion of students gaining the highest A and A* grades. Across other subjects the proportion of A and A* grades is rising, reflecting better provision for the most able students.
- The college enters students early for examinations in English and mathematics and this has contributed to the year on year rise in standards.
- While students' attainment is rising, it is not rising quickly enough in the development of good writing skills in English lessons in Key Stage 3. This is because students do not have enough opportunity to write at length for different purposes in English lessons.
- In other subjects, such as history, geography and business studies, there are regular opportunities for these younger students to develop their writing skills. Work seen in these subjects demonstrated clearly what students can achieve when teachers' expectations are high. A strong emphasis on good writing is a hallmark of all lessons in science; this improves students' understanding and retention of new learning.
- Reading skills have developed well since the previous inspection because senior leaders have made this a priority. Students' enjoyment of reading has improved significantly.
- Students who are supported at school action or school action plus, including the small number in the additionally resourced provision, make good progress because of systems to provide skilled and sustained support. Students benefit from tailored interventions, which meet their needs well and motivate them to learn. Examination data show that these students make significantly better than expected progress than similar students nationally.
- The college is successfully narrowing the gap in achievement between students who are known to be eligible for free school meals and other groups of students. 2013 results show these students have closed the gap significantly with other students in the college so that their average point score is only a third of a grade behind other students in English and mathematics. Funding is well targeted at identifying individual needs and providing a range of support to remove barriers to good progress. The progress of these students is significantly better than the national average for their group.
- Those few students at risk of exclusion or disengaged from learning are well supported to achieve as well as others through local authority based provision.
- Year 7 catch up funding is well used to provide intervention and support for students whose literacy and numeracy skills are well below the expected level for their age. Alternative curriculum groups have been formed to accelerate students' progress by devoting more time to these skills.
- Students' outcomes are improving quickly in the sixth form. Provision is now good because of changes to the subjects offered and more structured support for independent study. Results at the end of Year 13, both in A level and vocational courses, show a steep upward trend which supports the college view that progress for students in the sixth form is now good.

The quality of teaching is good

- Teaching is good because senior leaders have provided good monitoring and support for teachers since the previous inspection. A good proportion of teaching is now outstanding across a number of subjects. Staff questionnaires reflect how highly teachers and teaching assistants value their professional development.
- Where teachers make good use of their assessment of students' progress, tasks are set at

different levels of challenge. In a Year 10 mathematics lesson, the teacher's expectations that students should consider choosing a higher a level of challenge, saw students working at a blistering pace and making excellent progress. Students commented that they valued this way of working because sometimes starting at a slightly lower level increased their confidence and allowed them to see for themselves how to work at the next level.

- There are some lessons where the teacher's knowledge of students needs is not sharp enough and is not well used to promote good and better progress. In these lessons teachers tend not to make good use of questioning and other techniques to assess how well students are doing. They fail to see where students are becoming bored because work is too easy or switching off because it is too difficult.
- Some teachers do not assess students prior learning well in English lessons, so do not take into account the writing knowledge and skills students have when they start in Year 7. Too much time is given, in some English lessons in Key Stage 3 to analysing and assessing levels of writing. This is at the expense of valuable time which could given to students to practise and improve their writing skills.
- In the best lessons teachers are skilled at capturing students' interest and making learning fun, as in Year 7 history lesson, where interesting resources and plenty of activity led to good learning and progress and high levels of engagement for students of all abilities.
- Students report that in an increasing number of lessons they are expected to work together and learn from each other. In these lessons, the pace of learning is brisk as students drive each other on to solve problems through discussion and trial and error. Teachers who use these methods make use of good assessment to pair students to get the best progress for each one.
- Teaching in the sixth form provides frequent opportunities for students to strengthen their independent learning skills either through research or by working collaboratively with each other on projects. In an applied science lesson on renewable energy, students were well challenged to investigate and explore their own hypotheses about the topic. All learned at an excellent rate because of the teacher's high expectations and scrupulous planning.
- The quality and regularity of marking and feedback to students varies widely. Some excellent practice exists which the school is capturing to set expectations for all staff. However, there is some that is not good enough because students' work is not reviewed often enough by some teachers, to pick up errors. This was the case in a high number of English books from Key Stage 3 that were examined during the inspection.
- Students in the additionally resourced group receive good quality support as others students with additional needs in lessons and during interventions, which helps them make the same progress as their peers.

The behaviour and safety of pupils are good

- Students are friendly and courteous which creates a warm, welcoming environment. Outside of lessons they manage social time well and mix comfortably with different age groups. This allows younger students to learn from older ones and gives them strong feelings of safety and security.
- Students have good attitudes to learning. They want to do well and work hard to achieve this. In the most effective lessons behaviour and attitudes are outstanding. In such lessons students develop good levels of resilience and persistence because of teachers' high expectations and excellent pastoral care.
- Students seize opportunities to support their own and other communities through suggesting improvements to the college and by being prodigious fund raisers for a wide range of charities at home and abroad.
- The curriculum is well planned to ensure that students are able to assess risks to their well-being. They understand the potentially harmful effects of drugs and alcohol. Students of all ages are able to explain the different forms of bullying and the risks of the internet. They are aware of a small amount of bullying in the college but are adamant that it is dealt with promptly and effectively. They have high levels of trust in adults to look after them.

- Students whose circumstances place them at risk of becoming vulnerable, including students in the additionally resourced provision, are very well supported by the inclusion team. This team provides high levels of support to students and their families to overcome any barriers to their learning and emotional well-being.
- Attendance is improving year on year because of the excellent links made with parents to improve their children's attendance. Persistent absence has fallen for the most vulnerable groups and the achievement of these students is improving as a consequence.

The leadership and management are good

- Leadership, including governance, is resolute and ambitious in its drive to continually improve the college and reach outstanding status. There have been significant improvements to the college's work since the previous inspection demonstrating a good capacity for further improvement.
- Outstanding teamwork underpins a shared sense of purpose and willingness to take on new challenges to further improve the college. Staff morale is high and they are committed to the headteacher's vision for an outstanding school.
- The relentless drive for excellence in teaching signals the determination of the headteacher and senior leaders to raise students' achievement to the best it can be. Rigorous procedures are in place to evaluate teachers' performance. The college links this performance robustly to salary progression.
- The skills and expertise of the most successful subject leaders have been well used to support and improve middle leadership across the college. This has led to an overall improvement in performance, and has generated some excellent practice, for example, in science and mathematics. New leadership in the sixth form is developing provision well. Outcomes are improving rapidly, and students feel valued and well supported to do their best as a result of the new systems.
- Improvements to curriculum provision have taken good account of students' needs and aspirations and of current government legislation. For example, the percentage of students following the English Baccalaureate increased from five to 24 per cent this year. Similar improvements to sixth form choices have seen staying on rates increase as students' needs are better met. Students in the sixth form and in Key Stage 4 feel well supported to make choices about their future through regular, good quality guidance about their options.
- The school recognises there is an urgent need to review provision in English for students in Key Stage 3 to ensure that there are more frequent opportunities for students to apply their improved reading skills to improving their writing.
- The college deploys resources effectively to ensure equality of access and opportunity. The good achievement of students who are eligible for the pupil premium demonstrates the effectiveness of spending decisions.
- Procedures for safeguarding meet requirements.
- Parents are highly supportive of the college and all it does to support their children to stay safe and achieve well.
- **The governance of the school:**
 - The governing body is effective, proud of the college's achievements and its place in the community. Governors bring a good range of experience and expertise to the service of the college and have given strong support to many initiatives, including support to eradicate inadequate teaching. They have evaluated the college's appraisal system and fully understand arrangements to link this to the quality of teaching, students' achievement and salary progression. Governors robustly challenge the college over the impact of spending decisions, including those relating to funds to support students who are eligible for pupil premium funds and Year 7 Catch Up funding.

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	108640
Local authority	North Tyneside
Inspection number	425870

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,295
Of which, number on roll in sixth form	198
Appropriate authority	The governing body
Chair	George Mitchell
Headteacher	Michelle Murphy
Date of previous school inspection	18 January 2012
Telephone number	0191 2598500
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