

Burnage Academy for Boys

Burnage Lane, Burnage, Manchester, M19 1ER

Inspection dates

28–29 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- The actions of school leaders and governors since the last inspection have not secured improvement to the quality of teaching and learning.
- There has been insufficient improvement to teaching and pupils' progress in science. The quality of teaching and standards of attainment in English have declined.
- There is too much variability in the quality of teaching both within and between subjects. Not enough teachers plan lessons that match the needs of their pupils nor challenge them to make the best possible progress.
- Pupils' writing is insufficiently developed across the whole curriculum. Too many pupils across all subjects do not take enough pride in their work.
- The quality of marking is extremely variable and many teachers do not follow the school policy. Too often they accept low standards of work without comment and marking is sometimes inaccurate.
- The quality of leadership is variable. Leaders do not always monitor and evaluate the impact of their actions effectively. They do not ensure that staff and pupils consistently adhere to school policies.

The school has the following strengths

- Leaders have focused strongly on improving the achievement of disadvantaged pupils. As a result, in 2015 they made similar progress to other pupils nationally in English and mathematics.
- Support and provision for those pupils who have special educational needs and/or disabilities is good so that they make good progress from their starting points. Equally, support for pupils whose first language is not English is highly effective.
- Attendance is good for all pupils. Pupils are polite and generally behave well around the school and in most lessons.
- The personal development of pupils is a strength in the school. The work that the school does to prepare its pupils for progression after Year 11 is strong. Effective careers education, information, advice and guidance are a priority.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership by ensuring that all leaders are vigilant in monitoring and evaluating the impact of their actions and ensure that the school's policies for teaching and marking are consistently implemented.
- Improve the quality of teaching and learning across the school by making sure that all teachers:
 - have the highest expectations of what their pupils can achieve
 - provide the right level of challenge and support for all pupils, including the most able
 - adhere to the school's marking policy so that they not only challenge low standards of work and correct misconceptions but also provide opportunities for pupils to act upon the advice given in written feedback.
- Improve the development of writing across the whole curriculum so that pupils can more effectively demonstrate, in the work they produce, progress in developing skills and acquiring knowledge.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Senior leaders and governors are over-generous in their self-evaluation of the school's current provision.
- In the last term the senior leadership team has not been at full strength and this has had a detrimental impact on their capacity to improve teaching and learning and effectively monitor the implementation of some new initiatives.
- Leaders undertaking lesson observation and checking pupils' work have not followed up on evidence that some teachers are not implementing the school's policies on teaching and marking.
- Leadership across the school is in a state of change. New senior leaders have taken responsibility for behaviour and safeguarding and, by September, core subject leaders will either be new in post or relatively recent appointments.
- Middle leadership overall is too variable and, where it is weaker, teachers are failing to effectively implement the school's policies on teaching and marking.
- When staff have left the school in recent years leaders have found it difficult to recruit experienced replacements. This has left some departments, including science and English, with a high proportion of inexperienced teachers.
- Where senior leaders have given a high priority to initiatives, improvement strategies have been implemented to good effect. For example, support for teachers from their peers to reduce low-level disruption has been successful in improving behaviour for learning. This improvement was identified by both pupils and middle leaders when inspectors spoke with them.
- There is also strong evidence of pupils benefiting from reading time and from the reading programme in Years 7, 8 and 9, introduced in September 2015. Pupils' reading ages have improved at a more rapid rate than in previous years and their use of the school library has significantly increased this year.
- The headteacher has strengthened the senior leadership team for next September. He plans to use the increased capacity to address the quality of teaching and to ensure that the new assessment system is fully embedded.
- Senior leaders are determined that disadvantaged pupils should achieve as well as their peers. They have used the pupil premium funding effectively to close attainment gaps and ensure that disadvantaged pupils make at least similar progress from their starting points to other pupils nationally.
- The curriculum has been well planned to meet the different range of abilities across the school.
- Effective personalised careers information and guidance ensure that pupils move on to appropriate education or training when they leave school.
- There is excellent provision for pupils' spiritual, moral, social and cultural development as the result of a broad personal, social and health education programme and a wide range of extra-curricular activities.
- Leaders are tenacious in ensuring that pupils attend school. Attendance is above the national average and the proportion of pupils who are regularly absent from school is much lower than average. The behaviour, attendance and achievement of pupils educated off-site are closely monitored and swift actions are taken should problems arise.
- Parents receive regular, useful information about the progress their child is making in the school. There were few responses to Ofsted's online Parent View survey but most of those who responded are positive about the way the school is led.
- **The governance of the school**
 - Governors understand the strengths of the school and areas that require further development. They challenge the headteacher on pupil performance, the use of the pupil premium and financial management.
 - Governors have not challenged leaders effectively on the impact of strategies implemented to improve teaching and marking.
- The arrangements for safeguarding are effective. School leaders have developed strong procedures to ensure that no safeguarding issues are overlooked. Arrangements to ensure that all staff and governors receive relevant induction and training are robust, as are the protocols and practices for record-keeping. Staff engage effectively with parents, carers and a range of partners to ensure that all pupils are supported and safe. Staff have received training on potential areas of risk for young people and have been made aware of how to recognise signs of pupils at risk of radicalisation, forced marriage and child sexual exploitation.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching and learning has declined over recent years.
- There is too much variation in the quality of teaching both within and across subjects and, overall, teaching in English and in science is not good enough. This has had a detrimental impact on the achievement of pupils in those subjects.
- Some teachers do not have high enough expectations of what pupils can achieve and too often teaching does not match the pupils' needs, sometimes resulting in a loss of pupil interest and low-level disruption. There is insufficient challenge for most-able pupils. In some lessons weaknesses in teachers' subject knowledge lead to pupils having misconceptions, for example in understanding terms such as weight and mass. Pupils are not always shown how to conduct scientific experiments effectively.
- Where teaching is effective work is well matched to pupils' needs and teachers provide appropriate support and challenge. Questioning is strong and relationships are good, ensuring that pupils are well-motivated to learn and make good progress. Teaching assistants work effectively to support pupils who have special educational needs and/or disabilities and to extend pupils' learning.
- Work in books is highly variable. Where teaching is strong, work is often of a high standard, demonstrating a good level of challenge and pupils taking pride in the presentation of their work. Good examples of this were seen in some Year 10 English and history books. Good work was also seen in art folders. However, across all subjects far too many books fail to show pupils' good progress or pride in their work. Work is often limited, unfinished or very untidy. In mathematics and science, charts, tables and graphs are often poorly constructed without the use of appropriate equipment.
- While writing of a higher standard is apparent in some pupils' books, particular in Year 10, the development of writing across the curriculum is weak, particularly at key stage 3, with limited evidence of fluent and well-constructed written work.
- In too many cases teachers do not follow the school's marking policy, introduced in January to improve literacy and to provide opportunities for pupils to respond to constructive feedback from teachers. Good examples of literacy marking were seen in some history books and there was some evidence of pupils acting on feedback effectively in other books. Overall, however, there were many more examples of teachers accepting incomplete and low standards of work without comment, failing to correct spellings of words that are significant within particular subjects, and in some cases marking inaccurate work as correct.
- There is limited homework recorded in pupils' planners that are signed weekly by form teachers. Pupils spoken to say some homework is set each week but they do not receive it regularly in each subject.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Provision for the spiritual, moral, social and cultural development of pupils is a strength of the school. Pupils learn from a wide programme of personal, social and health education that covers topics such as emotional intelligence, bias, British politics, world affairs, democracy, health, justice and human rights. They also learn about different religions and cultures and about diversity in Britain.
- British values are promoted throughout the curriculum as well as in personal, social and health education lessons and this can be seen in displays and motivational quotations from famous Britons around the school walls. The boys have a good understanding of the British political system and there is evidence of discussion and written work about the European referendum.
- Pupils enjoy a varied programme of after-school activities includes sport, drama, language study and the Duke of Edinburgh Award.
- Pupils are encouraged to make positive contributions in school and take on roles of responsibility including acting as prefects and being part of the school council.
- Personalised careers information and guidance ensures that pupils are ambitious and ready for the next stage of their education or training. Staff guide pupils to move on to placements that are suitably matched to them. As a consequence, almost all pupils in 2015 moved on to an appropriate education or training place. Year 10 boys spoken to were ambitious and aspired to go on to college and university when they leave the school.
- Pupils are well cared for in the school and staff work effectively with parents, carers and external

agencies to ensure that they meet the welfare needs of pupils so that they can flourish. Leaders provide effective education and support about computer internet safety and the prevention of radicalisation and forced marriage.

- Pupils spoken to say that they feel safe in school. They understand how to keep themselves safe and they say that bullying is rare and is swiftly dealt with when it does occur. Although senior leaders encourage respect for sexual diversity, pupils say that sexist language and the use of the word 'gay' in a derogatory way still occasionally occurs.
- Staff in school maintain close contact with the few pupils who attend alternative provision and their welfare is given the highest priority.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite, friendly, wear their uniforms smartly and generally behave well around school.
- The majority of pupils have good attitudes to learning, show respect for each other and work well together.
- A strategy to improve behaviour management this year successfully reduced low-level disruption across the school. As a result, disruption now occurs in only a minority of lessons where teaching is not good.
- The leadership of attendance is strong. Attendance is above the national average. The attendance of pupils who have special educational needs and/ or disabilities has improved this year and no group has low attendance.

Outcomes for pupils

require improvement

- Although pupils come into the school with prior attainment that is well below national average, in recent years they made good progress from their starting points. In 2014 pupils' attainment in mathematics and English was well above the national average but in 2015 the proportion of pupils attaining five good GCSEs including English and mathematics declined steeply. This was largely due to a decline in attainment and progress in English.
- In 2015 the progress pupils made from key stage 2 was above average in mathematics, humanities and modern languages but had declined by 20% in English and was well below average in science.
- The school progress tracking information indicates that outcomes and progress in mathematics will again be strong in 2016. Predictions in the school's self-evaluation indicate that English language attainment and progress will be broadly similar to that attained in 2015, although English literature outcomes may be better. Leaders predict that less than half of pupils are likely to make expected progress in core science this year.
- Attainment in other subject areas, notably humanities, modern foreign languages, product design and art are predicted to be strong and school leaders expect that the overall progress of pupils across all subjects will be positive.
- The current progress for pupils at key stage 3 is generally lower in English than mathematics in all year groups and is below where senior leaders expect it to be at this time. For example, less than half of Year 9 are making expected progress in English and in mathematics just over half are making expected progress. School leaders predict that by July more than two thirds will be making expected progress in both subjects. The most able pupils are making better progress in mathematics than in English in Year 7 and Year 8. However, in Year 9 the most able pupils are making less progress than pupils of lower and middle ability.
- The school's assessment information reflects the attainment and progress seen during the inspection, which varied widely across and within subjects, according to the quality of teaching. In some subjects pupils make good progress and this was reflected in their work. However, in English and science, teaching is not always matched to the needs of the pupils. Teachers' expectations are sometimes too low and they do not sufficiently challenge the most able. Pupils do not engage well when teaching is not strong and low-level disruption further impedes their progress.
- The school works well with a number of pupils who enter the school with significant special educational needs and provides a tailored curriculum at key stage 3 with some specialist teaching. Pupils make good progress as a result of this provision and successfully acquire new skills and knowledge. Pupils who speak English as an additional language also make good progress.
- The small number of pupils attending alternative provision at an external provider are making good progress. The providers share regular updates on pupils' behaviour and progress according to an agreed schedule.

- Those pupils who attend the school's own offsite provision for a limited period also make good progress.
- Senior leaders have focused strongly on closing the gaps between disadvantaged and other pupils, targeting the pupil premium funding to improve both attainment and progress. As a result, in 2015 disadvantaged pupils made similar progress from their starting points to other pupils nationally in English and mathematics.
- The work the school does to prepare its pupils for progression after Year 11 is strong. Recent destination information on the numbers of pupils who have progressed to suitable education or training places indicates that pupils are effectively prepared to move to the next stage of education.

School details

Unique reference number	140703
Local authority	Manchester
Inspection number	10019103

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	966
Appropriate authority	The governing body
Chair	Alan Scott
Headteacher	Ian Fenn
Telephone number	0161 4321527
Website	www.burnage.manchester.sch.uk
Email address	office@burnage.manchester.sch.uk
Date of previous inspection	19–20 September

Information about this school

- This is a school of average size. It became an academy in April 2014.
- The proportion of pupils from minority ethnic groups is significantly higher than average; the largest proportion is of Pakistani heritage.
- The proportion of pupils who are disadvantaged and, therefore, supported with additional government funding, known as the pupil premium, is significantly higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above average and the proportion of pupils with an education, health and care plan or statement of special needs is above the national average.
- The school population is less stable than average. The school accepts a large proportion of new in-year entrants, including pupils who have recently arrived in the country.
- The school runs an off-site educational unit close to the school site to provide temporary provision for pupils with behavioural problems. The school also provides this service for three other local schools.
- The school uses a number of other providers to support the small number of pupils who have significant behaviour and learning needs. The providers are registered by Ofsted.
- The school is part of The Manchester Alliance of schools, a group of schools who work collaboratively to share good practice.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school meets the requirements for the publication of specific information on its website.

Information about this inspection

- Inspectors observed teaching and learning across a range of subjects, including joint observations with senior leaders. They carried out a work scrutiny and also reviewed pupils' work alongside senior leaders in lessons.
- Inspectors met with two groups of pupils and talked to others informally during breaks and lunchtimes.
- Discussions were held with staff, including middle and senior leaders. Inspectors spoke with teachers, including those who are newly and recently qualified. A meeting was held with the chair of the governing body and one other governor.
- Inspectors visited the off-site school inclusion unit and spoke to providers of alternative provision.
- Inspectors took account of one online questionnaire completed by a staff member and five free text responses from parents.
- Inspectors scrutinised a range of documents. These included the school's self-evaluation and improvement plan; performance information; and a selection of policies.

Inspection team

Gena Merrett, lead inspector	Her Majesty's Inspector
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Pritiben Patel	Ofsted Inspector
Linda Griffiths	Ofsted Inspector
Claire Hollister	Ofsted Inspector
Melanie Callaghan-Lewis	Ofsted Inspector

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