

Burnage Media Arts College

Burnage Lane, Burnage, Manchester, M19 1ER

Inspection dates 19-20 September 2012

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.

- This is a highly inclusive college in which students achieve well. The progress the boys make from their starting points is good overall and many make excellent progress in English.
- Teaching is good and some is outstanding. Lessons are planned well to motivate students of all abilities to improve their learning and progress.
- The positive impact of leaders, managers and governors is demonstrated in the improvements made to the quality of teaching and students' achievement and behaviour since the college's previous inspection.
- The off-site, alternative provision managed by the college is successfully meeting the needs of some of its Key Stage 4 students whose circumstances may make them vulnerable or at risk of exclusion.
- Students are very well cared for and consequently feel safe and valued as individuals. Their behaviour is typically good during lessons and, for the most part, during recreation times and when moving around the building.
- The headteacher, a local leader in education, articulates a clear and shared vision for the college's work and is at the helm of a strong leadership team.

It is not yet an outstanding school because:

- Recent improvements are not embedded sufficiently to have ironed out variabilities in the performance of different subjects or for different groups of students. Their overall achievement has not yet reached outstanding levels.
- The analysis of information by leaders at all levels is not sophisticated enough to provide clear evidence of the impact of the college's work on improving the achievement and behaviour of different groups of students.

Information about this inspection

- Inspectors observed 30 lessons and held discussions with several groups of students.
- The college's off-site alternative provision, 1.5 miles from the main site and currently catering for around 16 Key Stage 4 students, was visited by inspectors.
- Inspectors took account of the 38 responses to the on-line questionnaire (Parent View), and to 78 questionnaires completed by staff.
- Meetings were held with staff, including senior and middle leaders, and members of the governing body. A telephone discussion was held with a representative of the local authority.
- Inspectors observed the college's work and looked at a number of documents. These included information on the students' current progress, the curriculum, self-evaluation, monitoring and development plans, and policies and records on safeguarding, behaviour and attendance.

Inspection team

Marguerite Murphy, Lead inspector

Her Majesty's Inspector

Mary Lanovy-Taylor

Additional inspector

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Full report

Information about this school

- The college is slightly below average in size. Less than 10% of students are from White British backgrounds. Most students come from a range of minority ethnic groups, mainly of Asian or Asian British background with the largest group, almost 50% of students, being of Pakistani heritage. A high proportion of students speak English as an additional language, with a significant number of these being in the early stages of learning English.
- The proportion of students supported through the pupil premium, 32%, is double that of the national average.
- The proportion of students supported through school action is above average. The proportion supported by school action plus or with a statement of special educational needs is significantly above average.
- The college meets the current government floor standard for students' achievement and progress at the end of Key Stage 4.
- In addition to its on-site 'School Inclusion Unit' facility, the college also leases premises in Stockport, known as the 'Burnage Off-Site Provision', led and managed by members of the college staff team.

What does the school need to do to improve further?

- Push forward with the college's development plans and strategic overview of its work to raise further students' achievement and behaviour and safety by:
 - refining the way in which leaders at all levels use the significant amount of information that is collected about the performance of groups of students
 - analysing this in a concise and accessible way when identifying patterns in the behaviour or achievement of particular groups of learners to inform action planning for improvement
 - reviewing this information when evaluating the impact of the college's work to fully demonstrate the progress made in key priority areas
 - building on the successful actions already taken in improving the quality of teaching to increase the proportion that is outstanding.

Inspection judgements

The achievement of pupils is good

- Students enter the college with attainment that is typically well below average. They make good progress to reach attainment that is broadly in line with the national average by the time they leave, although a lower proportion gain the highest grades A* or A in GCSE examinations.
- An above average proportion of students exceeds the nationally expected levels of progress between Years 7 and 11, particularly in English, which has long been recognised as a strength of the college. Most students read widely and benefit from regular opportunities to develop their literacy and numeracy skills across the curriculum.
- All groups of students achieve well and make good progress in most lessons. Those who speak English as an additional language receive targeted support to improve their understanding of English, although this presents a challenge when the range of needs are so diverse, as some students are very recent arrivals to this country. Nevertheless, most make good progress over time.
- Students of Pakistani heritage also make better progress than others nationally, as do those who are supported by the pupil premium. The college's results in 2011 suggested that some of the White British students, a relatively small group, underachieved. However, inspection findings confirmed that this was not typical and related more to fluctuations in individual students' circumstances.
- Disabled students and those with special educational needs make similarly good progress to their peers. The college provides an effective range of interventions that give additional support and guidance to enable these students to reach their potential. Those who access the School Inclusion Unit and the Burnage Off-Site Provision achieve significant gains in their ability to apply themselves to learning and make progress in basic skills.
- The college holds a significant amount of information about individual students' achievements and where variations are evident. However, the performance of particular groups of students has not always been analysed concisely enough to inform action plans or to check on how successful the college's actions have been.
- Following the identification of underperformance in science and technology subjects, significant improvements have been made to students' achievements in these areas that are reflected in the school's unvalidated results for 2012. In addition, results in mathematics and humanities subjects also demonstrate a strong upward trend over the last three years.
- Students express positive views about the college and the curriculum it provides. A good range of additional and optional activities are available to all students, including visits and field trips that enhance their enjoyment of learning.
- Evidence, including Parent View and discussions with students, indicates that most parents and carers are happy with the progress their sons are making at the college.

The quality of teaching is good

- Teaching is consistently good and sometimes outstanding. This has a positive impact on students' learning, progress and personal development, resulting in the continuing upward trend in their overall achievement.
- Teachers are committed to developing their skills further and are determined to demonstrate outstanding teaching on a more regular basis. They act in a professional manner and know and care about each individual student, which contributes to the very positive relationships in lessons and around the college.
- Students and most parents and carers agree that teaching is good. Students themselves speak of improvements to lessons in some subjects that they were less happy about before.
- The relatively large number of new teachers appointed since September 2011, many in the

last few weeks, have settled into the college well. Several have prior experience here as trainees and have benefitted from effective mentoring and in-house training.

- Teaching assistants and other support staff make a positive contribution to students' personal development and quality of learning in lessons.
- Teachers use resources well and provide increasing opportunities for students to apply their learning in practical situations, for example in science and media studies.
- Where teaching is particularly effective, teachers use their good knowledge of students' abilities and areas for improvement to provide tasks that are particularly well-matched to their needs. Skilful questioning encourages students to think and respond in depth to demonstrate their understanding, and the teacher then challenges them further to move their learning on.

The behaviour and safety of pupils are good

- The college's excellent pastoral care systems are successful in removing barriers to learning for its students, including the high proportion whose circumstances may make them vulnerable. This contributes to the college's caring ethos and students' positive attitudes to learning, so that low-level disruption in lessons is uncommon.
- Students who spoke with inspectors agreed that behaviour in the college has improved in the last few years and is typically good. Inspection findings confirm that behaviour in lessons is consistently good, especially when students are motivated by good or outstanding teaching. The number of fixed-term exclusions has reduced significantly in recent years.
- A minority of parents and carers do not agree that the college deals effectively with bullying, but inspection evidence and the views of students do not reveal concerns about bullying. Students are aware of how to keep themselves safe, although when asked about their knowledge of specific types of bullying, some were less able to explain this in more detail.
- The high level of staff supervision around the building in between lesson times helps to maintain a positive, orderly and safe environment. Relationships between groups of students and with staff are harmonious, reflecting the college's promotion of equality of opportunity and the importance of valuing individuals.
- Inspectors noted, and students agree, that the college's ban on mobile phones has contributed to a reduction in opportunities for cyber bullying in and around the college, or disruption in classes.
- Staff and leaders record and check a large amount of information about students' behaviour on an individual basis. This is not routinely analysed to look for patterns that may suggest ways of reducing further any incidents of unacceptable behaviour or minor risks to students' safety. This would also be useful in celebrating where improvements are noted.
- Attendance has improved and is now above average, as a result of a range of successful interventions put in place by the college. Significant reductions have been noted in the number of students who are persistently absent.

The leadership and management are good

- Self-evaluation is accurate and based on leaders' clear understanding of the college's strengths and areas for development. Expectations are high and underperformance is tackled as staff are held to account for students' progress.
- Recent changes to the structure and responsibilities of the leadership team ensure a clear focus on priorities for improvement in academic and pastoral matters. Appropriate deployment of non-teaching staff makes a positive contribution to the effective use of resources within the whole college staffing structure.
- There are plans in place for training to improve senior and middle leaders' skills in the detailed analysis of the performance of groups of students in each faculty area, but these

are at an early stage.

- The curriculum is well balanced and offers a wide range of experiences that promote students' spiritual, moral, social and cultural development. Leaders have acted on their review of the curriculum and introduced changes to supplement the predominantly GCSE examinations on offer. A range of programmes are now available that are more suited to the diverse needs of some of the students and have helped to improve their current and predicted success rates.
 - The college's action plans are focused on the key priorities that will move it forward and continue the upward trend in students' achievement. Plans also reflect the college's lack of complacency in its continuous efforts to maintain and further improve students' positive behaviour and safety.
 - Creating more opportunities to gather the views of students and their parents and carers is an appropriate target to enhance partnerships between home and college in promoting good behaviour and homework policies.
 - Teaching and learning is well led in the college. Effective partnerships exist with teacher training providers and trainees benefit from high quality mentoring systems. In-house training, coaching and performance management have a positive impact on the continually improving profile of the quality of teaching.
 - Only a small minority of staff who completed questionnaires did not agree that the college made appropriate provision for their professional development, or that all staff consistently apply school policies. All responses expressed unanimous agreement that they feel proud to be a member of staff here.
 - The college's arrangements for safeguarding students meet statutory requirements.
 - The local authority provides light touch support for this good school.
 - Leaders and governors give careful consideration to the best use of its financial resources to narrow gaps in the attainment and life chances of different groups of students.
 - **The governance of the school is effective because:**
 - members of the governing body provide a good level of support and challenge to the college and its leaders and ask pertinent questions about the effectiveness of their work
 - they know the college and its community very well and are determined that the well being and achievement of all students are at the heart of the decisions they make about the deployment of resources.
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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	105557
Local authority	Manchester
Inspection number	400784

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	11-16
Gender of pupils	Boys
Number of pupils on the school roll	812
Appropriate authority	The governing body
Chair	Mr John Milner
Headteacher	Mr Ian Fenn
Date of previous school inspection	3 March 2010
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