

# Burgoyne Middle School

Mill Lane, Potton, Sandy, SG19 2PG

**Inspection dates** 13–14 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils make good progress and their attainment is above average in English and mathematics.
- Teaching is good. Teachers plan lessons which interest and engage pupils.
- The acting headteacher has driven through significant improvements, particularly in teaching and learning.
- Pupils' behaviour in lessons and around the school is good. Relationships with adults are warm and supportive. Pupils are polite and friendly, and show respect to each other and to adults in the school.
- Members of the governing body play an important part in making decisions which drive the school forward. The school's accurate view of its performance and the improvements in teaching and learning demonstrate that it has the capacity to improve further.

### It is not yet an outstanding school because

- Teachers do not always plan tasks that are closely matched to pupils' different abilities, so that some find activities too easy and others too difficult.
- Pupils do not always understand the steps required to reach their targets.
- Information and communication technology is not used often or well enough to extend the range of opportunities for pupils, for example, to analyse data and solve problems.

## Information about this inspection

- Inspectors observed 19 lessons or part lessons and looked at work in pupils' books.
- They listened to pupils read, visited an assembly and observed lunch and break-time activities. They walked around the school and in classrooms to find out about behaviour and safety in the school.
- Meetings were held with the acting headteacher, two members of the governing body, key staff and pupils. A telephone call was made to a representative commissioned by the local authority.
- Inspectors took account of the 48 responses to the online questionnaire (Parent View)
- Inspectors looked at a range of school documentation. This included self-evaluation, the school's own data of pupils' progress, development planning and information related to safeguarding, behaviour and attendance.
- Inspectors considered the 19 questionnaires completed by staff.

## Inspection team

Patricia Hunt, Lead inspector

Additional Inspector

Edwin Powell

Additional Inspector

# Full report

## Information about this school

- This school is smaller than the average-sized secondary school.
- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is lower than the national average.
- The proportion of pupils who are supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is low compared to most schools. This is additional funding for pupils in schools who are known to be eligible for free school meals or who are in the care of the local authority.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

## What does the school need to do to improve further?

- Improve teaching so that a greater proportion is outstanding and never less than good by:
  - ensuring that all teachers plan for and teach lessons so that the level of challenge is right for all pupils in all lessons
  - making sure introductions to lessons are sharply focused so that pupils have sufficient time to apply their skills and complete the tasks they are set
  - improving pupils' understanding of the steps required to reach their targets
  - using information and communication technology (ICT) more effectively across the curriculum to enable pupils, for example, to acquire and refine their analysis and problem-solving skills.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress during their time at the school, especially in Years 6, 7 and 8. Consequently, pupils leave the school well prepared for future life. The amount of progress pupils are making in all subjects has improved considerably this year. Pupils are making the greatest gains in mathematics, where progress is now well above that expected. The progress pupils are making in writing in Key Stage 2, particularly Year 5, has also improved greatly.
- Pupils start at the school with attainment that is above average. At the end of Year 6 in 2012, attainment in English and mathematics was above that of other schools. Pupils continue to achieve at a high rate and their attainment when they leave the school at the end of Year 8 is well above that expected for pupils of this age.
- Last year pupils in Year 6 made the progress expected of them but fewer than usual made more progress than is expected, in mathematics and English, during Key Stage 2. Improvements in teaching this year have resulted in more pupils making faster progress. This is evident in lessons where pupils typically make good progress and is clearly reflected in the data the school collects about each pupil's progress.
- Pupils in Years 7 and 8 are also making faster progress. This is clear in the school's data, which it checks and compares in meetings with its partner schools. As well as improved teaching rigorous tracking and checking of the progress made by every pupil has heightened awareness and ensured that teachers prepare work at the right level for pupils of differing abilities. However, this is not consistently the case.
- Disabled pupils and those who have special educational needs make more than expected progress in their time at the school and achieve well. This is because of the good support given by teachers and teaching assistants in class. For example in a Year 6 mathematics teaching assistants posed relevant and pertinent questions to test pupils understanding of scale drawing and used this assessment to further challenge them.
- Those pupils currently at the school and known to be eligible for free school meals are making at least as good progress as their classmates. In 2012, in Year 6, pupils known to be eligible for free school meals attained better than similar pupils nationally. However when compared with their peers they were around six months behind their classmates in English and a term behind in mathematics. By the end of Year 8 pupils eligible for free school meals have caught up with their peers. Pupil premium funding and Year 7 catch-up funding have been spent appropriately to fund additional teaching assistant time.
- Pupils read well, and the school has invested in developing the library to encourage a passion for reading. The lowest ability readers are regularly supported in their reading.

### The quality of teaching is good

- Teachers plan lessons which interest and engage pupils. Pupils are particularly enthusiastic about lessons where teachers use a variety of methods to promote good progress. They welcome opportunities to discuss how their learning can be improved. In a Year 7 English lesson, pupils were asked to evaluate the activity and suggest how it could be changed to support learning further. As a result pupils felt their opinions were valued and pupils commented that they would be able to make better progress towards their targets.

- Teachers use questioning particularly well to assess understanding and to stretch pupils' thinking. In the best lessons, teachers encourage pupils to check and improve their own and each other's work.
- Teachers seize every opportunity to reinforce pupils' skills. Good learning strategies such as drawing the whole class together and getting pupils to explain to others what they have done are frequently successful. For example, when Year 8 pupils were able to give thoughtful responses to show their understanding of characters from Macbeth.
- Teaching assistants are used effectively and flexibly so their support is directed to where it is most needed. This is often as a result of using assessment to plan where support will be most effective. This was seen in a Year 6 mathematics lesson where the teacher had used assessment to identify those pupils who needed additional support to develop their understanding of scale.
- A small proportion of teaching requires improvement. Sometimes, teachers do not plan tasks that closely match the range of pupils' needs so that some find them too easy and others too difficult. Occasionally, introductions to lessons are too long and do not allow sufficient time for pupils to complete practical or open-ended problem solving tasks.
- Although teachers often provide clear feedback for pupils during lessons and in their marking, some opportunities are missed to make sure that pupils know the steps required to achieve their targets.
- ICT is not yet used often enough to extend the range of opportunities for pupils to learn well. Teachers rarely use the ICT available to support learning. Interactive whiteboards were too often used to instruct rather than to involve pupils in modelling work. Pupils do not have enough opportunities, for example, to analyse information or solve problems.

### **The behaviour and safety of pupils are good**

- Pupils behave well and enjoy their learning. Pupils are polite and very friendly. Relationships between pupils and staff are good.
- Pupils have excellent opportunities to make a positive contribution to the life of the school. They play an active role in the local and wider community. For example, they organise events for charity and sing in the community. The school recently won the Royal Opera House Fanfare competition.
- Almost all parents and carers who responded to the online questionnaire and to the school's questionnaire say their children are happy, safe and well looked after.
- Pupils say that behaviour in the classroom and in the playground is usually good, and parents and carers agree. There are occasional instances of unacceptable behaviour, which the school manages well.
- Despite the school's robust procedures for improving attendance, attendance is below average because a few pupils attend school less often than they should. Most pupils arrive in school ready to learn and say they enjoy school and feel safe.

**The leadership and management are good**

- The acting headteacher leads a staff team that is focused on raising achievement across the school. The senior leadership team share her vision and are working hard to move all teachers' practice to outstanding. The school is benefiting from the motivational leadership provided by the acting headteacher. Staff questionnaires agree the school is well managed.
- Leaders and managers have a much more detailed picture of the progress made by pupils, especially by gender, ability and eligibility for the pupil premium. Regular checks mean that staff can quickly identify individuals and pupils at risk of falling behind in their learning. The pupil premium funding is used well to provide additional support for eligible pupils.
- Leaders have correctly identified the areas for development and drawn up plans to improve the quality of teaching further so that all pupils make even faster progress.
- Teachers are effectively held to account, through appraisal, for meeting the national Teachers' Standards and for pupil progress. Teachers are given appropriate opportunities to attend training so as to develop their teaching skills further.
- The curriculum is broad and balanced. There is a strong emphasis on literacy and numeracy. The range of opportunities available to pupils in art, food technology and physical education is outstanding. Learning in these subjects is particularly interesting and stimulating. As a result pupils make rapid progress because they persevere and are very keen to succeed.
- Social, moral, spiritual and cultural development is strong. The curriculum provides many opportunities to develop a clear set of values. In lessons, pupils expressed and clarified their own views and beliefs and showed empathy towards other pupils' views and ideas. Pupils have been involved in a 'faith tour' to visit the mosque and a church, and visits to heritage sites such as Kentwell Hall and Wimpole Hall. The school also has links with a school in Ireland and with other local schools.
- All safeguarding requirements are in place and meet national requirements.
- The local authority has provided appropriate support by commissioning a School Improvement Partner to work with the school.
- **The governance of the school:**
  - Governors know how the school's performance compares with that of other schools. Governors ask searching questions of the acting headteacher and senior leaders. They have supported the acting headteacher in taking decisive action to address weak teaching. Governors often visit the school and meet with teachers in charge of subjects. The governing body has an accurate understanding of the quality of teaching and is taking action to strengthen the procedures for monitoring teachers' performance and teacher's pay in relation to pupils' progress. Governors know how funds are allocated, in particular those for the pupil premium, and the impact they have. Governors ensure that safeguarding requirements are met and that school policies are reviewed regularly.

## 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

<b>Unique reference number</b>	109676
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	405250

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

<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	9–13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Emma Morris
<b>Headteacher</b>	Lindsay Hall (Acting headteacher)
<b>Date of previous school inspection</b>	14 September 2010
<b>Telephone number</b>	01767 260034
<b>Fax number</b>	01767 260035
<b>Email address</b>	burgoynemiddle@schools.bedfordshire.gov.uk



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