

Burnham Park E-ACT Academy

Opendale Road, Burnham, Slough, SL1 7LZ

Inspection dates 28–29 January 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Achievement of pupils		Requires improvement 3
Quality of teaching		Requires improvement 3
Behaviour and safety of pupils		Requires improvement 3
Leadership and management		Good 2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Some students, including those who are eligible for the pupil premium, are not making as much progress as they could.
- Too much teaching is not consistently good.
- Teachers do not always use information about students' current attainment to set work at the right level.
- Teachers do not regularly check how well students are learning in lessons so that they can adjust their teaching.
- Leaders do not always give useful feedback to teachers so that they can improve their practice.
- Marking is inconsistent. It does not always provide students with clear guidance on how to improve their work. Students are not routinely given enough opportunities to respond to feedback from teachers.
- The best practice in teaching is not being shared fully for the benefit of all teachers.
- The sixth form requires improvement because some teachers have not developed the necessary skills and knowledge of the courses they are teaching to make sure students make enough progress.
- In a few lessons, where teaching is less effective, low-level disruption by some pupils hinders learning.

The school has the following strengths

- Governors and senior leaders have a very clear understanding of the academy's strengths and areas for development. As a result, teaching is improving and achievement is rising.
- The academy has a nucleus of good and outstanding teaching that could be used to support improvement.
- The academy provides very well for the spiritual, moral, social and cultural development of students.
- Relationships with parents and the community are strong.
- Students are proud of the academy and say they feel safe. They say the academy cares well for them.

Information about this inspection

- Inspectors observed 34 lessons, looked at students’ work and discussed work with students in each key stage. Some 17 of these observations were undertaken jointly with senior leaders. Inspectors also visited an assembly and tutor time sessions.
- Inspectors analysed 54 responses from parents and carers to the online questionnaire (Parent View).
- Meetings were held with four groups of students, the Principal and other members of the senior leadership team, middle leaders, the Chair of the Governing Body, one other governor and a representative of the academy sponsor, E-ACT.
- Inspectors considered a range of documentary evidence provided by the academy, including information about the progress of students, records of lesson observations, the academy’s own checks on how well it is doing, the academy’s improvement plan, attendance records and logs of behavioural incidents and minutes of meetings of the governing body.
- Inspectors also reviewed 26 responses to the staff questionnaire.
- Safeguarding procedures were checked.
- During this inspection, inspectors asked additional questions designed to ascertain the academy’s view of the impact and effectiveness of the multi-academy trust’s services to support school improvement. This information will contribute to work being carried out by Ofsted to assess how well the support provided by the multi-academy trust is helping to improve the academies for which it is responsible.

Inspection team

Lisa Moore, Lead inspector

Her Majesty’s Inspector

John Taylor

Additional Inspector

Steven Colledge

Additional Inspector

Gill Bal

Additional Inspector

Full report

Information about this school

- The academy is smaller than most secondary schools. It has non-selective entry in an area with grammar schools.
- Almost a third of students are known to be eligible for pupil premium funding (additional government funding for students known to be eligible for free school meals, those who are looked after by the local authority and the children of service families). This is above the national average.
- The majority of students are of White British heritage, but the proportion from other ethnic groups is significantly above the national average.
- The percentage of students who speak English as an additional language is above the national average.
- The proportion of students who are disabled or have special educational needs and are supported by school action is almost three times the national average. The proportion of students supported at school action plus or with a statement of special educational needs is broadly average.
- Since September 2013, 22 new staff have joined the academy and 14 of these new members of staff joined in January 2014.
- E-ACT is the sponsor of the academy.
- The Principal joined the academy when it opened in April 2012.
- The academy does not make use of alternative provision.
- The academy meets the government's current floor standards, which set minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Make sure that the quality of teaching is consistently good and increase the proportion that is outstanding, so that students' progress rises by making sure that:
 - teachers use assessment information more precisely to plan work that matches students' different needs
 - teachers regularly find out how students are progressing in their lessons and then adjust their teaching accordingly
 - marking and feedback are given consistently across the academy, so that all students know how well they are doing and what they need to do to improve
 - all teachers manage behaviour effectively in their lessons.
- Improve the impact of leaders on teaching by making sure:
 - the best practice in planning, teaching and assessment is shared between departments so that inconsistencies in students' performance are addressed
 - teachers consistently receive useful and detailed feedback on how they can improve their practice
 - teachers develop the necessary skills and understanding to teach sixth form courses.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because students make variable progress across different subjects and year groups. In too many lessons students do not make good progress.
- Students start Year 7 with levels of attainment that are often well below those expected for their age. The standards reached by students at the end of Key Stage 4 are rising because they are making better progress overall, including in English and mathematics.
- Attainment and progress in English have improved so that the proportion of students meeting and exceeding expected progress was above the national average in 2013.
- Attainment in mathematics was significantly below the national average and the proportion of students making and exceeding expected progress was below the national average in 2013. Assessment information indicates that current levels of attainment and progress are improving.
- In 2013, the attainment and progress in English and mathematics of students eligible for free school meals were below those of other students in the academy. In 2013, this group of students achieved on average one and a half GCSE grades lower in English and two GCSE grades lower in mathematics than other students in the academy. Current assessment information shows that these gaps are closing quickly.
- The achievement of more able students is uneven across subjects. More able students said to inspectors that they did not feel they were challenged or stretched in many of their lessons. Inspectors agreed with this view through evidence gathered in lesson observations.
- Disabled students, those with special educational needs, students from minority ethnic groups and students for whom English is an additional language make similar progress to other students. This is evidence of the academy's strong promotion of equality of opportunity.
- The academy makes accurate checks on students' progress. As a result, students are receiving increasingly effective extra help and support when they need it. This includes students eligible for the Year 7 catch-up programme and students eligible for the pupil premium, including those receiving free school meals. The academy provides a range of support for the academic and personal needs of students, such as counselling and one-to-one support. Leaders track and evaluate the impact of this funding effectively.
- Students' literacy levels are improving as a result of varied opportunities across subjects to practise and improve their reading and writing skills.
- Achievement in the sixth form requires improvement because students make variable progress across different subjects. Some teachers do not have the necessary level of skills and knowledge to ensure that students make good progress in their lessons.
- The academy does not make use of early entry for GCSE subjects.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently effective enough to ensure that enough students make sufficient progress across the range of subjects and year groups.
- In lessons where teaching requires improvement, teachers do not use information about students' current attainment enough to plan work that is set at the right level to ensure students of differing ability build on what they already know. As a result, lessons do not fully challenge all students, especially the more able, to achieve the grades of which they are capable.
- The quality of feedback by teachers to students is variable. It does not consistently show them how to improve their work. Many teachers do not ensure that students respond to this feedback.
- In weaker lessons, teachers do not find out frequently enough how well students are progressing in their learning so that they can adjust their plan accordingly. As a result, students' progress is hindered.
- Teaching is improving. There is now a core of good and outstanding teaching which results in

effective learning. There is good practice in planning, teaching and assessment across the academy. However, this is not being shared to the benefit of all teachers in all departments so that inconsistencies in students' achievement can be addressed.

- In the best lessons, teachers use their strong subject knowledge to engage and extend students' understanding of their work. In these lessons questioning is used skilfully to probe students' thinking and deepen their understanding.
- The quality of teaching in the sixth form requires improvement because it is not consistently good. Where teaching is good, teachers have strong subject knowledge. Where teaching requires improvement teachers do not have the necessary skills or knowledge of the requirements of the course to ensure that students make good progress.
- There are good opportunities across different subjects for students to practise and improve their literacy skills with the support of appropriate materials and extra help.

The behaviour and safety of pupils require improvement

- The behaviour of students requires improvement. While many students are courteous and well-mannered, some use inappropriate language and are too boisterous towards other students in corridors at lesson change over time.
- In a few lessons, where teaching requires improvement or is inadequate, there is low-level disruption by students because the teacher has low expectations, the lesson lacks pace, the teacher does not manage students' behaviour well and application of the academy's policies is lacking.
- The academy's work to keep students safe and secure is good.
- Students say they feel safe at the academy and well cared for. They are fully aware of the different forms that bullying can take, including cyber bullying and social networking. They say that bullying is rare but is dealt with effectively by staff when it happens.
- Attendance has improved considerably and is now in line with the national average. The proportion of persistent non-attenders has fallen significantly to be in line with the national average as a result of the academy's effective tracking and liaison with parents, carers and external agencies.
- Students are proud of the academy and the improvements that have been made. In meetings with inspectors, a number of students were keen to talk about the academy's strengths and how things had changed for the better.
- Attendance in the sixth form is below the national average. Systems for tracking and monitoring attendance, that have been effective in Key Stages 3 and 4, have not been applied consistently in the sixth form. Students commented positively about the support and guidance they receive and, as a result, they are well prepared for their next steps in training, education or work.
- The number of permanent and fixed-term exclusions has steadily decreased as a result of the academy's effective behaviour management policies and provision. However, students with special educational needs supported at school action make up a disproportionate number of these fixed-term exclusions.

The leadership and management are good

- With strong support from governors, the academy trust, staff, students and parents, the Principal has created a fresh sense of purpose and a drive to raise achievement. The Principal is determined to ensure the best for all students, a vision increasingly shared by all staff.
- The academy's evaluation of its strengths and areas for development is honest and rigorous. This leads to a detailed and appropriate improvement plan, with a clear evaluation of actions the academy has taken, although measurable targets for success are not always sharp enough.
- Senior and middle leaders, across subject and year groups, understand their responsibilities and

are developing the skills and capacity of their teams. They, like the Principal, are proud of recent improvements and appreciate there is still much to be done. The training programmes for teachers and leaders are enabling them to further develop their skills and experience new areas of responsibility. This is building the capacity for further improvement.

- Leaders check the quality of teaching accurately. This has improved teaching sharply from a low base when the academy first opened. However, whilst useful feedback is given to many teachers to help them improve their practice, this is not always detailed and specific enough, especially given the high number of new staff to be inducted into the staff team. There are clear links between teachers' performance, students' outcomes and the appraisal system. The Principal and governing body take appropriate account of this when agreeing teachers' pay progression.
 - The academy's systems for monitoring students' achievement are rigorous and provide detailed, up-to-date information. The information is used effectively to target support and address potential underachievement. Outcomes have improved in a number of subjects including English and now mathematics as a result of the use of assessment information. This information is also available electronically to parents so that they are regularly informed of their children's performance.
 - Leadership of the sixth form is making a good impact on the quality of teaching. This work started from a low base and good progress is being made, although there remains work to be done to ensure that teaching is consistently good or better.
 - The curriculum is broad, balanced and relevant. Adaptions have been made to meet students' needs through the range of academic and vocational courses offered in Key Stage 4 and in the sixth form.
 - The curriculum is significantly enriched by a wide choice of extra-curricular activities, covering art, sport, music and drama. Participation rates are high across the range of students and the academy ensures that vulnerable students have equal access to opportunities to enrich their experiences through the provision of any essential equipment or materials.
 - The development of students' spiritual, moral, social and cultural awareness is strong. Lessons are planned to ensure it is covered across subject areas, and subject leaders check what is happening in each of their areas. Students involve themselves in a wide variety of visits, including to local primary schools, and charitable events, which students often initiate themselves.
 - The academy is working with a range of community partners including local charitable organisations. This has raised the profile and standing of the academy in the local area and is a contributory factor to the increasing number of students on roll.
 - The academy engages parents well, for example by providing real-time information about achievement and attendance on the academy's website and by the use of parental questionnaires to sample parents' opinions. Responses to Parent View show parents have faith in the academy and are confident that their children are kept safe.
 - E-ACT, the academy's sponsor, provides a good level of support and challenge to the academy. Regular visits from the trust's education adviser mean it has a good understanding of strengths and areas for development.
 - **The governance of the school:**
 - Members of the governing body have good skills and expertise in education, business and finance, with the local community strongly represented. Governors know the academy very well as a result of careful monitoring and timely updates. They have a very clear view of the strengths and areas for development and readily hold the academy to account for its performance. Governors have a very good understanding of information about pupils' progress and how additional funding has been spent and the impact it has made. Members of the governing body visit the academy regularly to monitor various aspects of its work. As a result, governors have an accurate view of the strengths and weaknesses in teaching. Governors make sure that the performance of all staff is linked to pay progression.
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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	137864
Local authority	Buckinghamshire
Inspection number	399904

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

Type of school	Academy Sponsor Led
School category	Secondary
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	662
Of which, number on roll in sixth form	89
Appropriate authority	The governing body
Chair	Dame Marcia Twelftree
Headteacher	Nabil Chaaban
Date of previous school inspection	11 December 2012
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