

The Burgate School and Sixth Form

Salisbury Road, Fordingbridge, Hampshire SP6 1EZ

Inspection dates

21–22 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders' ambition and determination have brought about substantial improvement in all areas of the school since the last inspection. They have high expectations for the best teaching and learning experiences for all pupils.
- The school provides pupils with a holistic and well-rounded education, where academic success and personal development are equally valued. Relationships are very strong and pupils' individual needs are well provided for.
- Teaching is effective because of strong curricular leadership. Leaders monitor and evaluate the impact of teaching on learning regularly. They are systematic in the support and challenge that they provide and expect the best from teachers.
- Pupils make good progress and achieve well because of the good teaching that they experience, particularly in English, humanities and the arts.
- Pupils are safe, happy and have very positive attitudes to their learning. They take responsibility for ensuring high standards of behaviour in lessons and around the school.
- Pupils benefit from numerous opportunities to develop their leadership skills. They make an active contribution to school improvement through the school council and pupil leadership groups.
- The curriculum in key stage 4 prepares pupils well to succeed in their GCSE examinations. However, leaders recognise that further improvements are needed to assess and deepen pupils' skills, knowledge and understanding in key stage 3.
- Trustees know this school very well. They empower and challenge school leaders very effectively. Together, governors and leaders are ensuring that the school continues to improve.
- Disadvantaged pupils now make similar rates of progress to other pupils nationally. The differences between outcomes for disadvantaged pupils and other pupils in the school are diminishing steadily.
- Pupils with special educational needs and/or disabilities (SEND) are very well supported and make good progress. Leaders check very carefully to ensure that the learning needs of these pupils are well met.
- Students in the sixth form make strong progress and make a significant contribution to the school community.
- There is some variability in teaching standards, including in mathematics and science. In part, this is due to difficulties that the school has experienced in recruiting high-quality specialist staff in these areas.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching further, by ensuring that the very strong practice seen in some subjects is shared across all curricular areas.
- Develop the curriculum in key stage 3 so that more learning experiences deepen pupils' understanding, curiosity and interest in the subjects that they are learning.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders have worked with determination to address the areas for improvement identified at the previous inspection. They have raised expectations of the school community and prioritised their work to improve teaching and learning very effectively. As a result, outcomes at the end of key stage 4 have improved substantially and overall Progress 8 is now above the national average.
- The school is a harmonious and supportive community. Senior leaders have developed a strong sense of purpose among staff and morale is high. Staff enjoy working at the school and display an absolute commitment to the well-being of all pupils. Relationships between staff and pupils are excellent.
- Leaders expertly support pupils in making the right choices. Consequently, pupils' conduct and approach to learning are exceptional. Pupils relish the opportunities that the school provides, showing strong leadership by taking the initiative on a range of projects. For example, the school council eco project has reduced the use of plastics in the school and older pupils support younger ones with the development of their learning and social skills.
- Parents are overwhelmingly positive about the high quality of education and, particularly, the exceptional level of pastoral care that pupils receive at this school. Most of those who responded to Ofsted's online questionnaire, Parent View, could not praise the efforts of staff highly enough. One parent who wrote, 'The school as a whole cares about each and every pupil and will do its utmost to ensure every child's needs are met', reflected the views of the great majority of parents.
- Senior leaders are thorough in their monitoring to find out the school's strengths and weaknesses. They sharply focus on the quality of teaching and learning and on pupils' progress. Where identified, swift action is taken to address issues of weakness. Leadership structures have been reorganised to ensure clear communication and that the impact of leaders' work is carefully monitored. Record-keeping, which in the past was identified as an area of weakness, is now comprehensive and robust.
- Middle leaders are highly effective. They work closely with senior leaders to drive improvements in their areas and ensure that all staff are working towards the same key priorities. The most successful middle leaders have been empowered and supported to develop their influence over weak areas. The impact of this can be seen, for example, in design and technology, where teaching has improved.
- Leaders check the quality of teaching and pupils' progress very thoroughly. A system of subject reviews is embedded and used forensically to identify strengths and areas of the curriculum where pupils are in danger of falling behind. Leaders use the information from these reviews to put appropriate support in place. They recognise that further work is needed to ensure that all pupils make strong progress, particularly in mathematics and science where staff recruitment has been a challenge.
- There is a comprehensive programme of high-quality training. It links with whole-school priorities and the needs of individual staff. Best practice is shared routinely, and teachers welcome the opportunity to learn from each other. The coaching of teaching

by leading practitioners within the school has had a significant impact on embedding improvements in teaching and learning.

- The curriculum is broad and balanced. Leaders have high expectations for all pupils. As a result, pupils are studying appropriately challenging subjects and are achieving even better than pupils in previous years. Pupils have free rein when choosing their GCSE examination options, enabling them to pursue their interests and passions as well as gain a strong academic grounding. Plans are under way to further improve the curriculum and assessment in key stage 3, so that pupils' skills, knowledge and understanding are deepened.
- The pupil premium funding is used well and carefully monitored. Leaders and governors rigorously evaluate the impact of the spending on pupils' academic progress and welfare. Consequently, the differences between disadvantaged pupils' outcomes and those of other pupils are diminishing steadily.
- The Year 7 catch-up funding is very well used to help pupils to make up ground in English and mathematics. Pupils who attend the core skills programme make rapid progress because of the highly personalised support that they receive.
- Leaders make very good use of additional funding to support pupils with SEND. Staff are well trained on how to meet pupils' learning needs and individual support plans are carefully monitored and regularly reviewed. These pupils make at least as good rates of progress as others do. Parents of children who have SEND recognise and appreciate the exceptional support provided for their children.
- Pupils' spiritual, moral, social and cultural development is well provided for through a comprehensive programme of personal, social, health and economic (PSHE) education, assemblies and enrichment sessions. Pupils are tolerant of people who are different from themselves, and understand how democracy works. Pupils are very well prepared for life in modern Britain.
- The careers information and guidance programme provides valuable learning experiences for pupils in all year groups, including mock applications and interviews and work experience in Year 10.
- The school offers a wide range of extra-curricular opportunities that are well attended. As some pupils travel a long distance to school, essential experiences are built into the curriculum, such as the theatre trips for all pupils in Years 7 to 9.

Governance of the school

- The Board of Trustees is highly effective and has been a key driver in the school's improvement since the last inspection. Reorganisation of the committee structure has enabled the board to maintain a clear oversight of the main aspects of the school's work. Meetings are sharply focused on safeguarding, the quality of teaching and pupils' outcomes.
- Trustees are very well informed about the strengths and areas for improvement in the school because they are provided with detailed information about the school's performance. They make regular visits to check the quality of teaching and learning, and the progress that pupils are making. The board provides a high level of challenge to school leaders. Trustees analyse performance information forensically and their

questions to leaders are insightful and often searching.

- Trustees take their statutory responsibilities very seriously, including those relating to safeguarding and pupils' welfare. They have undertaken additional training and carry out a very detailed safeguarding audit each year to be absolutely certain that the school's systems and procedures keep all pupils safe. Additional funding for pupil premium, Year 7 catch up and SEND is very carefully monitored to ensure that spending is having the desired impact.
- Trustees are highly ambitious for the school. While they are rightly pleased with the progress that the school is making, they are eager to improve it further.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a strong safeguarding culture, which places pupils at the heart of its work. Staff know and have a thorough understanding of the signs and symptoms of pupils who may be at risk. Staff and governors are clear about what to be alert to because of effective induction and ongoing training. Leaders are not afraid to raise awareness of difficult issues related to child sexual exploitation, including female genital mutilation.
- The designated safeguarding lead has completed the appropriate high-level training needed for the role and leads a committed and experienced team of pastoral staff effectively. Processes within the school for identifying pupils who may be at risk of harm are highly effective. Safeguarding records are meticulous and show a clear chronology of actions and outcomes.
- School staff work very proactively with external agencies from the three neighbouring local authorities to monitor and support high-risk pupils. They also have good links with charities and voluntary organisations like Barnado's, the Salvation Army and the local food bank, which they use to support vulnerable pupils and their families.
- Pupils say that they feel safe in school. They demonstrate a good awareness of online safety and they have been taught how to protect themselves from cyber bullying or online grooming. Pupils trust their teachers and say that there is always someone that they can talk to if they are worried about themselves or a friend.
- Leaders have prioritised supporting pupils' mental health. They have recognised that this is an area of increasing need in their school and are monitoring the pupils carefully. A mental health programme of workshops led by sixth form students has been established in response to this need.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the previous inspection because leaders have raised expectations of the standards required. The 'Burgate Blueprint' provides staff with very clear guidance and leaders check that their expectations are met. Areas of previously weak teaching have been challenged to improve. Consequently, teaching is now much more consistently good, although there is still a small amount that does not meet leaders' expectations.

- Teaching is particularly strong in English due to strong subject leadership and this has led to pupils having positive outcomes over time. Teachers expertly set tasks that require pupils to analyse plot and character development in texts and produce very well-structured and detailed written explanations.
- Strong teaching is also found in many other subjects, including in humanities and design technology. The arts are a real strength of the school, where high expectations and expert knowledge lead pupils to make exceptional progress. Stunning artwork on display reflects the impact of this successful teaching.
- Teaching is highly effective in the core skills curriculum area (additional support for pupils who need extra help in English, mathematics and personal learning skills). Teachers in this area very closely match work to pupils' individual needs and the demands of the curriculum. For example, pupils explained very clearly how additional teaching of the historical context of 'Of Mice and Men' had helped them to understand the play when they were studying it in English lessons.
- Lessons are purposeful and planned around the achievement of clear outcomes. Teachers typically use their good subject knowledge to plan appropriately challenging lessons. Most use questioning effectively to check pupils' understanding and challenge them to extend and deepen their thinking. Much teaching motivates pupils by generating curiosity and encouraging them to think deeply. For example, in a Year 7 science lesson pupils were genuinely amazed by simple experiments, such as demonstrating the benefits of two eyes for depth perception.
- Pupils' work is assessed regularly and most staff follow the school's assessment policy to ensure that pupils get helpful feedback on their work. There are well-developed routines that require pupils to use their feedback to redraft and improve their work. In most cases, pupils are eager to use this advice and do it well. Where feedback is most effective, for example in English, the impact can be seen in pupils' work over time.
- Parents are very complimentary about the information that they receive about progress. Many also praised the online system used to set homework, which they feel helps them to keep track of work set and support their children.
- In a few cases, teachers do not use questioning to challenge the most able pupils successfully. Sometimes teachers do not check pupils' understanding thoroughly enough so that mistakes and misconceptions are not addressed. This was particularly evident in some mathematics lessons, where low prior attaining pupils did not make good progress because gaps in their knowledge were not addressed. Also, in a small number of cases feedback does not help pupils to improve their work.
- Throughout the school there is a strong emphasis on preparing pupils for assessments and reference is made to GCSE examinations in a number of lessons, including in key stage 3. While this approach provides a high level of challenge, it does not always promote deep understanding or develop pupils' interest and curiosity in a subject. Some pupils commented that they felt that they did too many tests.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The tremendous sense that 'every Burgate child matters' permeates the school. Pupils are very positive because they feel listened to and valued. They appreciate the support provided for them and relish the opportunities to pursue their own interests.
- Pupils support each other well and treat each other with respect. For example, pupils have set up and run a breakfast club during exam season to support their fellow pupils. Members of the school council act as very effective role models to younger pupils in the school. Many Year 10 pupils work with sixth-form students to provide mentoring for pupils in Year 7.
- Pupils are very responsible. They are proud of their school. They take care of the school site and buildings. Pupils work with local community organisations and are active in supporting charities.
- A number of pupils have benefited from opportunities to develop their personal organisation and leadership skills through taking part in a nationally recognised programme. Those who have recently graduated described how they have gained confidence as a result of the programme. Leaders have plans to roll out the programme to other pupils as a result of its impact.
- Parents are delighted with the work to promote pupils' personal development. The very positive response of parents who responded to the online survey was striking. The overwhelming majority commented that their children were thriving at the school and developing into happy and confident learners.
- Pupils feel safe and well cared for. Parents overwhelmingly agree that the school keeps their children safe. Pupils are taught well about keeping themselves and others safe through the well-considered PSHE programme and enrichment activities.
- Pupils and parents both confirm that bullying is rare and, when it does happen, it is dealt with effectively. Pupils firmly reject all forms of discrimination. For example, they are very aware of how homophobic language can offend and understand that it is not acceptable.

Behaviour

- The behaviour of pupils is outstanding. The school is an orderly and aspirational community, where pupils respond well to the high expectations that staff have of them. Pupils are polite, courteous and show respect for others' ideas and views. They work hard in lessons and demonstrate very positive attitudes to their learning. Most take great pride in their work and show a commitment to produce the best work that they can.
- Pupils' conduct in lessons and around the school is excellent. Pupils' behaviour is exceptionally calm and considerate. They show high levels of respect and courtesy to their teachers and each other. Clearly established routines and strong relationships mean that disruption to learning is very rare. On the few occasions when teaching is slightly less engrossing than is usual, pupils' behaviour remains strong. Pupils take responsibility for their own behaviour around the large school site. They move quickly

without prompting at changeover times and are punctual to class.

- There have been no permanent exclusions for a number of years and fixed-term exclusions are well below national averages. The school works well to support the behaviour of the very few pupils who receive exclusions. As a result, the number of repeat exclusions has reduced.
- Pupils' overall attendance is above the national average for secondary schools and is showing an improving trend. Leaders are ensuring that the attendance of disadvantaged pupils is gradually improving. They have wisely employed incentives as well as sanctions to improve the attendance of a small group of persistently absent pupils. While for some these approaches have worked well, for a minority they have been less successful, despite leaders' unceasing efforts.
- The few pupils who attend alternative provision are supported well. Regular communication between the school and the providers ensures that these pupils are attending regularly and achieving well.

Outcomes for pupils

Good

- Published outcomes show a year-on-year improvement since 2016. In 2018, the overall Progress 8 score was above the national average. Pupils' overall progress was particularly strong in English and was above the national average in modern foreign languages and humanities subjects. Progress in mathematics and science was broadly at the national average. Leaders' assessment information shows that the current Year 11 have so far performed slightly better than last year's cohort did.
- The progress of middle prior-attaining pupils has improved sharply over the last three years. These pupils made rates of progress above the national average in 2018. The progress made by the most able pupils has also shown improvement and is in line with the national average for pupils with the same high starting points. This reflects the increased expectations and level of challenge in teaching.
- Girls achieve particularly well at the school. Their progress is above the national average for girls in all areas of the curriculum. While boys do not achieve as strongly in the school, their progress is above the national average for other boys in all areas.
- The difference between rates of progress overall for disadvantaged pupils and other pupils nationally diminished sharply between 2017 and 2018. Disadvantaged pupils' progress is now similar to other pupils nationally with similar starting points. Current pupils' workbooks suggest that overall rates of progress for disadvantaged pupils are similar to those of all pupils across a wide range of subjects.
- Pupils who have special educational needs and/or disabilities make good progress from their starting points. Staff have a high level of awareness of these pupils' needs and learning support assistants provide effective support, which helps to accelerate pupils' learning and progress.
- Pupils in key stage 3 who have joined the school with low prior attainment in English and mathematics are making very good progress because of the highly personalised support they receive. These pupils are catching up quickly in the core subjects and other areas of the curriculum.
- Current pupils' workbooks show that they are making good progress across the

curriculum. Pupils produce particularly well-structured and detailed work when they are working towards a landmark assessment task. In English, pupils write at length and develop their ideas in very structured ways. They use increasingly sophisticated vocabulary, for example, when analysing characters in 'Of Mice and Men'. Pupils also develop their ideas well and make links and connections in humanities. For example, in history, pupils clearly explain multiple causes of events like the First World War and in geography they compare and contrast sustainable development in different locations. In contrast, in science pupils demonstrate a secure factual knowledge but they are not challenged to extend their writing to explain complex ideas in detail.

- Pupils are prepared well for their next steps because they achieve outcomes that are above those found nationally and receive effective information and guidance about further education and careers. The proportion of pupils who move on to education, employment or training is similar to the national average.

16 to 19 study programmes

Outstanding

- Outcomes in the sixth form are above the national average and improving. Students who study A-level courses make strong progress from their different starting points. Disadvantaged students make similar rates of progress to others. Assessment information for current students shows that an improving trend is continuing, with students making strong progress in both academic and vocational courses.
- In 2018, rates of progress were above the national average in most A-level subjects and were particularly strong in physics, biology, religious studies and art. The rate of progress made by the relatively small number of students on vocational courses improved in 2018 and is now in line with the national average.
- The quality of teaching, learning and assessment is excellent in the sixth form. Teachers have high expectations and know the students very well. Consequently, work is very well matched to students' needs and they receive very helpful feedback and support. Skilful questioning helps students to deepen their understanding of new concepts. For example, in business studies students were constantly challenged to develop their vocabulary and think about how decisions are influenced by shareholders. As in the main school, the arts are a real strength of the sixth form. Examples of art and textiles work displayed are of a high standard. Progression rates onto higher education courses are strong and reflect students' interest and achievement in this area.
- Those students who are required to retake GCSE mathematics and/or English achieve improved outcomes. All students who needed to resit in 2018 successfully achieved a pass in each subject. This represented progress well above the national average for resits.
- Leaders are ambitious and have high expectations for students in the sixth form. Leaders consider the needs of students and, where appropriate, will amend their entry criteria to enable some students to study courses matched to their aspirations. Leaders check students' progress regularly and intervene to provide extra support if they identify any who are falling behind. Consequently, few students have to change course and retention rates in the sixth form are high.

- Students are very well prepared for the next stage of the education. Students say that they receive helpful careers advice. During the course of the year, students get impartial advice on university and apprenticeship applications. All students in Year 12 experience a university taster day and additional opportunities are provided for individuals. For example, students appreciated a residential visit to Oxford and Cambridge universities. There is a programme of visiting speakers from local universities and employers and all students undertake work experience in Year 12.
- Students' spiritual, moral, social and cultural development is promoted well through the PSHE programme in the sixth form. It provides students with a wide range of opportunities to contribute to the school and the local community. Students particularly enjoy the opportunity to lead debates about topical issues in these sessions. The students who spoke to inspectors had a strong awareness of their place in society and how they can be good citizens.
- Safeguarding is effective and promoted well in the sixth form. The PSHE programme ensures that students are well informed about relevant issues such as online safety, safe driving and safe dating. Students who spoke to inspectors were keen to emphasise that they feel safe, well supported and have a strong sense of belonging.

School details

Unique reference number	136719
Local authority	Hampshire
Inspection number	10088159

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	980
Of which, number on roll in 16 to 19 study programmes	231
Appropriate authority	The board of trustees
Chair	Jenny Hair
Headteacher	David Pover
Telephone number	01425 652 039
Website	www.burgate.hants.sch.uk
Email address	burgate@burgate.hants.sch.uk
Date of previous inspection	31 January–1 February 2017

Information about this school

- The Burgate School and Sixth Form is a mixed, average-sized secondary school. Sitting on the borders of two other counties, Wiltshire and Dorset, it draws its pupils from a wide area, particularly in the sixth form.
- There are significantly more boys than girls in the school.
- The majority of pupils are from a White British background.
- The proportion of pupils eligible for support through the government's pupil premium funding is approximately half the national average.

- The percentage of pupils who have special educational needs and/or disabilities is about a quarter of that found nationally.
- Alternative provision is made for some pupils in key stage 4, at Eaglewood School and Greenwood School Forest Education Centre.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- Inspectors observed learning in 34 lessons across a wide range of subjects in different year groups, including in the sixth form. Many observations were undertaken jointly with school leaders. In addition, inspectors carried out brief visits to mathematics and science lessons when pupils were preparing for exams.
- Because of GCSE and A-level examinations, it was not possible for inspectors to observe regular Year 11 and Year 13 lessons. In addition, Year 10 internal examinations and a Year 7 Geography field trip on both days of the inspection meant that it was not possible to observe regular lessons in these year groups.
- Inspectors met with pupils to listen to their views, both formally and informally.
- Meetings were held with the headteacher, other senior leaders, middle leaders, and representatives from the board of trustees. Inspectors also had telephone conversations with two school improvement partners, including a local authority representative, and the headteacher of the two alternative provisions.
- Inspectors scrutinised a wide range of documentation that included: information about pupils' attainment and progress; the school's improvement plan; minutes of meetings of the board of trustees; and records relating to teaching and learning, pupils' attendance and behaviour, and safeguarding of pupils.
- Inspectors observed pupils at breaks, lunchtimes, in lessons, assembly, during registration periods and at the beginning and end of the school day. Inspectors scrutinised pupils' work in lessons and looked at samples of their books jointly with leaders.
- Inspectors considered the views expressed by parents in the 150 responses to Ofsted's online survey, Parent View, as well as comments received via Ofsted's free-text service. Inspectors also took into account the 69 responses to a questionnaire for staff and 135 responses to the pupil survey.

Inspection team

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Christopher Doherty	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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