

Inspection of Burnside College

St Peter's Road, Wallsend, Tyne and Wear NE28 7LQ

Inspection dates: 22–23 January 2020

| | |
|------------------------------|----------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Sixth-form provision | Outstanding |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Burnside College has improved. Good staff training is developing the quality of education. Standards have risen year on year. The curriculum is now more ambitious and demanding. Pupils are responding well to the challenging teaching in English, history and geography. Some subjects, such as mathematics, Spanish and French need to improve further. Excellent leadership has created an outstanding sixth form. Students get very tailored teaching. They make rapid progress as a result.

Pupils' behaviour has also improved. Pupils conduct themselves well. Most are polite and friendly. There are some pupils in key stage 3 who occasionally disrupt lessons, but the support that the school provides for them helps them to mature. Most of these pupils learn to manage their behaviour better. Incidents of poor behaviour in key stage 4 have reduced considerably. Class tutors and the pastoral team do not tolerate bullying. They deal with it quickly. Pupils trust the staff and have good relationships with them.

The school provides a broad range of extra-curricular activities. There are lots of study classes available after school. There is a good range of clubs that attract lots of pupils. But there are not enough trips to places of interest, such as art galleries or theatres. This is limiting pupils' cultural awareness.

What does the school do well and what does it need to do better?

Senior leaders have maintained a relentless drive to improve the quality of education. They are committed to providing an ambitious curriculum. To achieve this, they know they need to reduce the turnover in teachers they have experienced. They have taken steps to reduce workload and are considerate of teachers' well-being.

The curriculum is broad in Years 7, 8 and 9. Curriculum leaders have improved their curriculum planning. They teach demanding knowledge, in line with the requirements of the national curriculum. In most subjects, topics are sequenced carefully. In English, geography and history, this approach is helping pupils to develop a deep understanding. Pupils thrive on the challenging texts they study in English. Studying demanding Shakespeare extracts in Year 7, 8 and 9 prepares pupils well for GCSE. In lessons, pupils often recap knowledge taught earlier, so they do not forget it. But in mathematics and modern foreign languages (MFL), staff turnover and absences have slowed the pace of improvement. Leaders of these subjects have further work to do to make sure that pupils learn what they should.

Standards have been rising. Last year, attainment in GCSE examinations rose above the national average. Pupils made much better progress. A broadly average proportion of pupils are opting to study the suite of subjects that makes up the English baccalaureate.

In some subjects, teachers provide well-structured opportunities for pupils to discuss and debate the topics they are studying. This helps pupils to develop their understanding. However, in other subjects, pupils have fewer opportunities and have a weaker grasp of important vocabulary.

A growing number of pupils are transferring to Burnside College during the school year. Some of these pupils have lost their way in education. Some present challenging behaviour. Occasionally, lessons are disrupted. Leaders have plans in place to induct and support these pupils. Leaders only exclude pupils if they have exhausted other approaches. Exclusions are used fairly. Over time, the number of exclusions has reduced considerably. This reflects leaders' determination to keep pupils in school. It is now rare for pupils to be excluded from key stage 4. The number of pupils being placed in alternative provision is reducing.

Leaders give a generous amount of time to their guidance programme. They recognise that pupils need lots of information if they are to stay safe and develop as responsible citizens. The guidance programme is wide-ranging and includes hard-hitting content. For example, Year 11 pupils learn about the risks and legal implications of sexting. Sex and relationships education is integrated into the programme in an age-appropriate way. Careers guidance is of good quality. There are a range of topics included in subjects to build pupils' cultural awareness. But there are too few opportunities for pupils to visit places of interest.

The sixth form has also improved and now provides an outstanding education. The curriculum provides well for students who wish to follow academic and/or vocational routes. Across a wide range of subjects, the content taught is demanding. Teachers are adept at tailoring what they teach for each student. They give extra help in free periods to students who need it. The curriculum also supports students' personal development exceptionally well. They all do meaningful work experience. There is an extensive range of visits out of school that prepare students well for their next steps. Many progress to suitable university courses. A growing number successfully find places at prestigious universities.

Safeguarding

The arrangements for safeguarding are effective.

Staff take the duty upon them to safeguard pupils seriously. They are knowledgeable about safeguarding because of the wide-ranging training they receive. Safeguarding leaders keep the staff well informed. They also provide helpful bulletins to parents about how they can keep their children safe. Leaders have invested in a better pastoral system. As a result, they know which pupils are more vulnerable. They systematically check on the safety and well-being of these pupils. Leaders keep detailed records of the actions they take. They work effectively with other agencies, as required.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in mathematics and MFL. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about. For this reason, the transition arrangement has been applied in this case. Senior leaders need to ensure that curriculum leaders in these subjects have the time and support they need to address weaknesses in curriculum design. They must also develop the skills of teachers in these departments, so they can implement the curriculum more effectively.
- In some subjects, pupils do not get enough time to discuss topics. Some teachers do not require pupils to use correct subject vocabulary when answering questions. This means some pupils' grasp of key vocabulary is not as strong as it needs to be. In addition, the lack of talk time leads some pupils to lose interest. Leaders need to check teachers are providing enough time for talk and that pupils routinely use correct vocabulary.
- Pupils do not get enough visits to places of interest, such as art galleries, museums or the theatre. In particular, there are few trips for pupils in key stage 3. This is limiting pupils' awareness of culture. Leaders should ensure that pupils have more visits to places of cultural interest.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

| | |
|---|--|
| Unique reference number | 108640 |
| Local authority | North Tyneside |
| Inspection number | 10121688 |
| Type of school | Secondary |
| School category | Foundation |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 1,060 |
| Of which, number on roll in the sixth form | 135 |
| Appropriate authority | The governing body |
| Chair of governing body | Terry Gurr |
| Headteacher | Daniel Jamieson |
| Website | www.burnsidecollege.org.uk |
| Date of previous inspection | 21–22 November 2017 under section 5 of the Education Act 2005. |

Information about this school

- Since the school was last inspected a new chair of the governing body has been appointed.
- The school has additionally resourced provision for up to 13 pupils with moderate learning difficulties. Currently, there are only three pupils placed in this provision.
- The school places pupils in two alternative education providers. These are Moorbridge PRU and the Personal Achievement through Learning Support (PALS).

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met the headteacher and other senior leaders. We also met a representative from the local authority and six governors, including the chair of the governing body.
- We focused on the quality of the curriculum in mathematics, English, modern foreign languages, geography and history. We looked at these subjects across the full age range, including the sixth form. We met the curriculum leaders for each subject, visited lessons, talked to pupils, looked at pupils' workbooks and talked to teachers.
- We also made visits to other lessons and met a group of curriculum leaders for science, computing, art and design, business and health and social care.
- We looked at information about behaviour, attendance, extra-curricular activities and wider enrichment events.
- We looked at pupils' punctuality, behaviour and conduct across the school day. The team held discussions with groups of pupils. We also spoke to different members of staff, including newly qualified teachers, a subject mentor, and a member of the support staff to gauge their views about how well pupils behave and conduct themselves. We also met some pupils who have received sanctions in the past.
- We looked at the vetting checks that leaders make on adults who work in the school. We also talked to the leaders in charge of safeguarding arrangements. We looked at records of the actions taken by leaders to protect pupils at risk. The team spoke to pupils to check how safe they felt. We also checked whether members of staff understand and abide by the school's safeguarding policy.

Inspection team

| | |
|-----------------------------|-------------------------|
| Chris Smith, lead inspector | Her Majesty's Inspector |
| Bernard Clark | Ofsted Inspector |
| Geoffrey Lumsdon | Ofsted Inspector |
| Garry Stout | Ofsted Inspector |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020