

# Inspection of The Burton Borough School

Audley Avenue, Newport, Shropshire TF10 7DS

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Inspection dates: 10 and 11 November 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Leaders have prioritised pupils' well-being. Staff want pupils to be happy and confident. Governors describe this as 'a culture of caring'. There are high expectations for every pupil. The school is organised into several 'small schools'. Staff within each school get to know each pupil well. Pupils feel valued and know that staff want the best for them. Pupils enjoy school, attend regularly and feel safe.

Pupils study a broad and balanced curriculum. Many pupils take up the opportunity to attend additional clubs and activities, particularly in sport.

Teachers have good subject knowledge. They provide interesting and engaging activities for their pupils. However, teachers do not use assessment consistently well in lessons. In some instances, teachers do not know if pupils understand and remember the important knowledge needed for future learning. Pupils with special educational needs and/or disabilities (SEND) do not always receive the help they need to make good progress.

Pupils behave well in lessons and around school. They are attentive in lessons and have good relationships with their teachers. Pupils and parents told us that bullying does happen, but in most cases staff deal with it well.

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

Senior leaders want pupils to achieve well. However, their work on developing the curriculum has lacked urgency. In some subjects, leaders have not identified the key concepts that pupils need to know and understand. Senior leaders have identified suitable strategies and priorities for action, but they are yet to be consistently applied across the school.

Many teachers carefully explain new ideas and model how to answer questions. They make lessons engaging and enjoyable. However, teachers are held back by the quality of some curriculum plans. This is because these plans are not clear about how and when they should teach important concepts and ideas to ensure that there is a logical sequence of learning. This makes it more difficult for pupils to remember the content they have been taught.

Some teachers do not use assessment well in lessons. In these instances, teachers do not check pupils' understanding so that they can address any gaps. This limits pupils' progress.

Leaders and staff have high ambitions for pupils with SEND and these pupils have access to the full school curriculum. However, these pupils do not always receive the help they need in lessons. All pupils with SEND have a learning plan, but not all teachers use these well. Some pupils with SEND require, but do not receive, individual support. Leaders are aware of this and are currently recruiting additional teaching assistants.

Leaders have thoughtfully developed effective support for disadvantaged pupils, ensuring they have access to additional resources to help them to do as well as their peers.

In key stage 3, pupils have a dedicated daily reading session and most pupils enjoy this. However, the school is at an early stage of formally assessing pupils' reading abilities. Currently, not all pupils get the help they need to improve their reading.

Leaders have high expectations of pupils' behaviour. There is a clear behaviour system in place and this is well understood by pupils. There is a focus on recognising positive behaviours, for example through postcards home and certificates. The most vulnerable pupils receive individualised support through their 'small school'. As a result, pupils make demonstrable improvements in their behaviour in lessons.

Some parents and pupils raised concerns, particularly about incidences of discriminatory name-calling and bullying. Staff generally deal with these incidents quickly, sensitively and effectively.

Leaders provide a well-planned programme to develop pupils' social, moral and cultural education. Pupils enjoy discussions on equality and morality in assemblies and form time. They have a good understanding of British values. They were highly respectful of the two-minute silence for Armistice Day during the inspection.

Pupils learn about different careers through form time, enrichment activities and assemblies. These provide pupils with the information they need to make an informed choice about their next steps. All pupils in Year 11 have individual careers guidance. Almost all pupils move on to suitable education or training.

Staff spoke positively of the training that they receive, including those who are new to teaching. They feel well supported by leaders, who carefully consider their workload and well-being.

Governors have considerable experience and understand their roles well. They carry out their statutory duties effectively. However, they have a limited understanding of the views of parents and pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding processes and procedures are secure. Appropriate training for all staff is in place. The school works closely with external agencies. This increases staff's expertise and helps to minimise the number of incidents that have to be escalated. Leaders ensure that pupils and their families get the help they need, when they need it.

Pupils are taught how to keep themselves safe online through enrichment days and assemblies led by, for example, the police. As a result, pupils say they feel safe. Leaders say that a small number of incidents of sexual harassment and violence have been recorded this year. They have dealt with these appropriately.

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

### **(Information for the school and appropriate authority)**

- Pupils with SEND are not achieving as well as they should. Teachers do not always make use of pupils' learning plans when planning and delivering lessons. Leaders should ensure all staff are using information about pupils effectively so that they can learn well in lessons.
- Some curriculum plans lack detail. In these instances, leaders have not identified the important building blocks of learning that pupils need to know and remember. As a result, pupils do not remember the key content that would help them develop wider understanding. Leaders should ensure that curriculum planning supports teachers to identify the knowledge that pupils need to build over time.
- Teachers sometimes do not have a clear understanding of how well pupils have learned what has been taught. Therefore, they are unable to adapt their teaching to address misunderstandings and close gaps in pupils' knowledge. Leaders should ensure that all teachers know how to make effective regular checks on pupils' learning to help inform their teaching.
- Leaders and governors were unaware of the perceptions of pupils and parents around some key issues, including bullying. This limits their ability to take steps to address any concerns. Leaders should ensure that they regularly seek, and act on, the views of parents and pupils.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	123574
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10205980
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1145
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Ackers
<b>Principal</b>	Krissi Carter
<b>Website</b>	<a href="http://www.burtonborough.org.uk/">www.burtonborough.org.uk/</a>
<b>Dates of previous inspection</b>	13 and 14 March 2018, under section 5 of the Education Act 2005

## Information about this school

- The principal is currently on maternity leave. The senior vice-principal, Ben Morgan, is the interim principal in her absence.
- The school makes use of two registered providers of alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The lead inspector met with the chair and vice-chair of the governing body, the principal, the interim principal and senior leaders.

- Inspectors carried out deep dives in these subjects: English, science, geography, physical education and religious education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans and visited a sample of lessons. Inspectors met with teachers and spoke with pupils about their learning. Inspectors also scrutinised samples of pupils' work.
- Inspectors visited lessons in other subjects and reviewed pupils' work in those lessons. They spoke with leaders and teachers in other subjects and to staff working in pastoral roles. Inspectors spoke with pupils about their wider development and other aspects of school life.
- Inspectors reviewed a range of safeguarding documentation, including the school's single central record. They scrutinised other documentation, including leaders' records of attendance, behaviour and bullying.
- Inspectors considered responses to the online questionnaire, Ofsted Parent View, and the responses to Ofsted's pupil and staff questionnaires.

### **Inspection team**

Deborah James, lead inspector	Ofsted Inspector
Claire Price	Her Majesty's Inspector
Peter Bassett	Ofsted Inspector
Gemma Mann	Ofsted Inspector
Lesley Yates	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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