



# Burleigh Community College

## Inspection Report

**Unique Reference Number** 120236  
**LEA** Leicestershire  
**Inspection number** 280774  
**Inspection dates** 8 March 2006 to 9 March 2006  
**Reporting inspector** Ian Middleton HMI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Thorpe Hill
<b>School category</b>	Community		Loughborough
<b>Age range of pupils</b>	14 to 19		Leicestershire LE11 4SQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01509 554400
<b>Number on roll</b>	1297	<b>Fax number</b>	01509 554479
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John/ Andy Bassford/ Martin
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Mr John Smith

<b>Age group</b> 14 to 19	<b>Inspection dates</b> 8 March 2006 - 9 March 2006	<b>Inspection number</b> 280774
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## **Description of the school**

Burleigh Community College is a larger than average upper school serving a mixed socio-economic community. The proportion of students claiming free school meals is similar to the national average, although high for Leicestershire. The proportion of students with learning difficulties or disabilities is slightly above the national average. A high proportion of students are from minority ethnic groups and the percentage of students with English as an additional language is significantly higher than the national average. The college has specialist sports status, which was first awarded in 1997.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 4**

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the college requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The college is therefore given a Notice to Improve. Significant improvement is required in relation to the progress made by students in Years 10 and 11. The college agrees with this evaluation.

The overall effectiveness of the college is inadequate and it does not therefore provide satisfactory value for money. Achievement and standards at the college are consistently below national results and the gap is widening. However, following a period when improvement in teaching and learning was too slow, students are now making satisfactory progress in the majority of lessons. This has not yet had a consistent influence on examination results, with success in some subjects but inadequacies remaining in others, including English and mathematics. Although students show their determination and capacity to succeed in some areas, for example sports, this has not yet transformed their wider achievements or had a positive effect on the attitudes to learning of all students.

The college welcomes students with a wide range of needs and interests. Many enjoy subjects that develop different forms of communication and a high proportion of students are motivated by the prospect of joining a good sixth form. However, a significant minority do not feel fully included in lessons and many participate only when prompted by teachers. Students with learning difficulties or disabilities are supported well outside mainstream lessons although in most lessons, teachers and support staff use a single strategy that is insufficiently adapted to the needs and responses of different learners.

The care, guidance and support provided by the college are satisfactory. Efforts to improve attendance are proving effective although too many students remain unconvinced about the need to attend lessons regularly and punctually. Some students remain unclear about how to improve their achievement. Most students show a good level of social responsibility but many demonstrate little initiative or independence in working towards their examinations.

Leadership and management are satisfactory. The college knows its main strengths and weaknesses but the college community does not share a clear view of the urgent priorities that require the support and attention of all. The issues identified at the last inspection have been gradually addressed. This and more recent improvements in some parts of the college indicate a satisfactory capacity to move the college on further.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The sixth form is a popular and successful part of the college. Leadership and management are good. Although students start Year 12 with a wide range of

attainment, the majority make good progress and achieve well. The wide choice of courses is valued by students. Most students enjoy learning in the sixth form and continue into Year 13 and higher education. In a small minority of cases, students are unchallenged by teaching that lacks the structure and pace used in most lessons. The advice of teachers is respected by students although target setting is at an early stage of development. Students are sometimes unclear about what they need to do to improve or excel and would like more guidance about their future from external agencies. Many sixth form students recognise opportunities to demonstrate their personal qualities by making a good contribution to the wider college and community. Efficiency and effectiveness are good in the sixth form; a view shared by the college.

### **What the school should do to improve further**

Make urgent improvements to students' progress and standards in Years 10 and 11 by:

- developing the quality of teaching by evaluating the impact on learning and by adapting approaches to meet the needs and interests of different students
- increasing students' awareness of how to improve their achievement by establishing regular review and target setting so that they recognise their strengths and apply them across different subjects
- improving students' responsibility, expecting punctuality to lessons and monitoring their preparation for lessons and examinations
- working as a college community, defining how students, staff, parents and external partners can specifically contribute to higher achievement and standards.

## **Achievement and standards**

**Grade: 4**

**Grade for sixth form: 3**

Students' achievement is unsatisfactory overall. Indicators show that as in many other schools in the local authority, their good progress between Year 6 and Year 9 is not sustained at the start of Year 10. Students at the college make insufficient progress by Year 11 and GCSE results remain consistently below average. There are wide differences between subjects. Some subjects, such as modern foreign languages, combined science and humanities, gain results well above average. Others such as English, mathematics, physical education and information and communication technology (ICT) are well below average. Students' underachievement in key skills indicates poor preparation for their future economic well-being. However, students who take vocational courses make good progress and achieve good standards. Students with special educational needs and those who speak English as an additional language make satisfactory progress when their needs are individually addressed although their progress is no better than others when they are part of mainstream teaching groups.

A range of appropriate strategies to raise standards and improve achievement have been introduced. These include extra classes for groups and individuals, individual mentoring and, most recently, the direct involvement of students in setting and reviewing targets. At the time of the inspection, these initiatives had not sufficiently influenced standards or improved achievement. A significant minority of students of

all abilities continue to make too little progress in between lessons because they give insufficient time and attention to homework. The college's targets are realistic but poor attendance has contributed to lower achievement than predicted. Although this is now improving, punctuality remains unsatisfactory.

A high proportion of students choose to study in the sixth form. These students make good progress and achieve average standards.

## **Personal development and well-being**

### **Grade: 3**

#### **Grade for sixth form: 2**

The majority of students make satisfactory progress in their personal development and well-being. Their spiritual and moral development are satisfactory and their social and cultural development are good. Many are co-operative learners who behave well and enjoy lessons, particularly when their relevance is made clear and teaching is stimulating. However, even in lessons that inspire interest, too many students remain passive and initiate few questions or decisions. There is a small but significant minority whose lack of commitment results in inappropriate behaviour, particularly around the college site. This is reflected in the high exclusion rates and by the views of parents and carers. Attendance rates have improved recently as a result of good follow-up by teachers, although too many students still show a lack of urgency about arriving at college or at lessons on time. Although students say they like a college ethos, not enough recognise the responsibility required for it to lead to good achievement. Students have a sound understanding of safe practice and are making good progress towards adopting a healthy lifestyle. A high proportion of students involve themselves in sports and work with others to improve their awareness of healthy living.

The college's commitment to racial equality is generally reflected in good relationships between students from different ethnic backgrounds but there are instances, even in some lessons, when students do not choose to associate with each other. There are good opportunities, particularly in the sixth form, for pupils to make a positive contribution to the community, for example by working with primary schools. The school council has started to inform improvements to the college and a good environment for learning is developing which most students care for. For a significant minority of students, low literacy, numeracy, and skills in ICT, unreliable punctuality and limited understanding about possible careers mean that they are poorly prepared for future economic well-being. Students able to pursue sixth form courses show good awareness of higher education opportunities.

## Quality of provision

### Teaching and learning

**Grade: 3**

**Grade for sixth form: 2**

Teaching and learning are satisfactory overall and good in the sixth form. Teaching styles used in the sixth form challenge students, probe their understanding and promote independent learning. Recent staff training is now beginning to widen the strategies used with Years 10 and 11 although a single style predominates in individual lessons, even with groups that are known to have wide ranging needs and interests. Support staff reinforce the work of the teacher but are rarely focused on developing personalised learning. The college does not make full use of the expertise of staff who specialise in working with pupils who have learning difficulties or disabilities or those learning English as an additional language. Neither does it disseminate effectively the skills demonstrated by the teachers who achieve the best results. Key components of good teaching are being identified by the senior leadership team's evaluation of different faculties and by middle managers' monitoring. Some staff require more frequent support in analysing and improving their effectiveness.

The quality of teaching ranges widely from a minority of unsatisfactory teaching to a minority that is outstanding. However, teachers and support staff clearly enjoy their work with students. A good rapport between teachers and students underpins the most effective teaching and where inadequacies exist, teaching takes too little account of students' response. In a number of subjects, teachers make effective use of displays, explain specialist vocabulary well and encourage students to share ideas through stimulating and well-managed activities. Teachers have started to make use of assessment and target setting to improve students' awareness of what they need to do to improve although this is at an early stage of development.

### Curriculum and other activities

**Grade: 3**

**Grade for sixth form: 2**

The curriculum is satisfactory. Recent changes mean that it now meets statutory requirements and addresses a wider range of learners' needs. The 'alternative curriculum' is effective for the small proportion of students who take it. However, the vocational part of this course is an area to strengthen more widely; attendance, achievement and standards in vocational courses at the college compare well with others. Links with local colleges of further education are effectively managed to complement existing expertise. The community dimension of the college provides a wide range of opportunities for adults although the college recognises that more could be made of local resources to enrich the curriculum overall.

Outside the formal curriculum, the college provides a good range of sporting and cultural activities as well as opportunities for students to improve existing work in

most areas. The college has recently addressed the need to make students' entitlement to citizenship, religious education and personal, social and health education clearer.

The sixth form curriculum provides a broad range of examination courses that are well matched to the many differing needs and aptitudes of the students.

## **Care, guidance and support**

**Grade: 3**

**Grade for sixth form: 2**

The quality of provision is satisfactory. Although some elements are good, academic support for students when they enter the college and the use of individual targets to measure progress are not adequately developed. The small proportion of students following the 'alternative curriculum' are well supported through good partnerships between teachers, support staff, sixth formers and external agencies, linked to individual need. The careers programme does not provide enough guidance about qualities valued in the workplace such as initiative and punctuality. Sixth form students speak well of the support they receive with applications for higher education although opportunities for them to acquire wider experience of the world of work are only recently established.

There is a good emphasis on healthy lifestyle as part of the specialist sports college mission. Health and safety and child protection procedures are well established and understood by students and staff. Most students feel safe in college and are given adequate opportunities to express any concerns; the college has clearly responded to issues raised by students. Considerable efforts aim to help students transfer from the different high schools with ease and students are well informed by the college when making option choices. However, teachers are insufficiently informed about individual strengths and weaknesses across the full range of learning to ensure that prior attainment is built upon. Most form tutors play an important part in supporting students once established at the college. The mentoring system for students of all abilities is established and several initiatives now enable students to catch up and improve specific skills. However, target setting has been slow to identify, inform and accelerate improvement in students' achievement and standards.

## **Leadership and management**

**Grade: 3**

**Grade for sixth form: 2**

Leadership and management are satisfactory overall and, in the sixth form, they are good. Governance is satisfactory. Governors support the college and are starting to hold it to account for its performance. The college's procedures for self-evaluation are adequate. Staff, students and parents are consulted although not all feel that their views are fully considered. The process has enabled the college to make satisfactory assessments of its strengths and weaknesses and has supported some positive developments. Weaknesses identified in the last inspection report have, in some part,



been tackled successfully but known strengths such as the motivation and self-confidence acquired by some students as a result of the specialist sports college programme have not influenced achievement across the board. Modern foreign languages continue to flourish whilst improvements in English remain slow. The cycle of faculty reviews, followed up with regular monitoring by middle managers, identifies strengths and weaknesses. However, evaluations at all levels pay too little attention to the relationships between teaching strategies and the different ways that students learn. Statistical outcomes remain the dominant form of recognising underachievement and not enough is known about the reasons for reluctant learning.

The challenges faced by the college are well understood by senior management and a new optimism is beginning to add impetus to their development planning. Responsibilities of the leadership team are now consistent with the college's agenda for improvement. The college development plan represents an ambitious but achievable programme but its priorities and the reasons for them are not clearly communicated. Although the long-term absence of some key staff has slowed down developments, significant changes have been made. One of these is to alter the culture of the college so that students' transition from their previous schools to Year 10 is as smooth as possible. This means that teachers in Year 10 need to have a fuller understanding of students' previous achievements. The leadership team recognise that they still have more to do to achieve this goal. However, the transition into post-16 education is well managed and, by that stage, students have a greater sense of belonging and feel more integrated into a single college community. The recent improvements made by the college's management team and their growing optimism and determination to succeed indicate that the college does have the capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	2
How well does the school work in partnership with others to promote learners' well-being?	4	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	4	3
The standards <sup>1</sup> reached by learners	4	3
How well learners make progress, taking account of any significant variations between groups of learners	4	3
How well learners with learning difficulties and disabilities make progress	4	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	2
<b>How well are learners cared for, guided and supported?</b>	3	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	insufficient evidence

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

On behalf of the inspectors who visited Burleigh Community College on the 8 and 9 March, I would like to thank you for introducing us to your college. We enjoyed the opportunity to share your achievements and talk to you in lessons and in discussions outside class. Many of you helped us find our way around and made us feel welcome by speaking to us politely on our way to and from lessons. We think that you would like to know our view of the college.

What we liked about the college:

- the vast majority of you get on well with your teachers and each other
- there are good teachers across the college that make lessons interesting
- many of you appreciate sports and other activities that exist beyond lessons
- students supported by special programmes do well
- the facilities are good: teachers and support staff make classrooms stimulating
- the sixth form is a strong feature of the college that many students value.

The college believes that it can improve significantly in the next year. We have asked the staff at the school to raise standards and develop the quality of teaching, but it will need everyone to play their part.

What you can do to support your college now:

- arrive to lessons punctually and as often as possible to avoid missing work
- become actively involved in lessons and prepare well for them
- apply the knowledge and skills you developed in high school from the start
- consider carefully the skills you will need to make the most of life after college
- ask for help in lessons when you find it difficult to understand
- work with staff and the school council, giving particular thought to improving results.

We wish you well in working together to develop achievements that will give everyone pride in the college now and in the future.

Best wishes on behalf of the inspection team.