



Burnside Business & Enterprise College

Inspection Report

Unique Reference Number 108640
Local Authority North Tyneside
Inspection number 288146
Inspection dates 1–2 March 2007
Reporting inspector Stephen Quinlan

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

Type of school	Secondary	School address	St Peters Road
School category	Community		Wallsend, Tyne and Wear
Age range of pupils	11–18		NE28 7LQ
Gender of pupils	Mixed	Telephone number	0191 2598500
Number on roll (school)	1477	Fax number	0191 2598501
Number on roll (6th form)	202		
Appropriate authority	The governing body	Chair	Mr George Mitchell
		Headteacher	Mrs Michelle Murphy
Date of previous school inspection	1 March 2001		

Age group	Inspection dates	Inspection number
11–18	1–2 March 2007	288146

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Introduction

The inspection was carried out by five Additional Inspectors.

Description of the school

Burnside Business and Enterprise College is a large comprehensive school in Wallsend, North Tyneside. The school has a slightly higher proportion of boys than girls. Ninety-six per cent of the students have English as their first language and come from White British backgrounds. On entry to the school, the results achieved by students are broadly in line with the national average. Burnside was awarded specialist business and enterprise college status in 2004. It has 'Investor in People' status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection team agree with the school's judgement that Burnside is a good school, with important aspects that are outstanding. The ethos and atmosphere of the school are heavily influenced by the bright, functional new building that it has occupied for eight terms. Staff and students had a major influence on its design and so it provides an excellent environment for learning. Reception facilities mirror the best commercial practice and lead into an impressive establishment where students' successes are celebrated through compellingly designed displays.

Leadership and management are outstanding. The standards and progress achieved by students have improved significantly since the last inspection. Students at the end of Key Stage 4 achieve standards above the national average and make good progress. This is all the more impressive given the turbulent environment in which the school has been operating; local authority reorganisation, a major fire and a complete new building programme, in relatively quick succession. The governing body has provided excellent support and challenge to the school leadership during this challenging time.

Burnside is a specialist business and enterprise college. The impact of this status is best seen in the outstanding curriculum available to students and the spirit of enterprise that pervades the school. The quality of teaching and learning is good, supported by a comprehensive programme of professional development for staff at all levels. Burnside is a friendly and cheerful place. Students are welcoming, polite and helpful. They demonstrate respect for adults and for each other. Attendance is satisfactory and behaviour is good. Students feel happy and safe and are proud of their school. They feel encouraged and trusted to take responsibility and enjoy the extensive opportunities to contribute to the life of the school and the wider community.

The overwhelming majority of parents who returned the questionnaire expressed support for the school. One parent's comment sums up the views of many, 'Most importantly, my child is happy and enjoys his time at school. This is down to the hard work of all the staff at Burnside school.' The school is oversubscribed. All students, including those with learning difficulties and disabilities benefit from outstanding care, guidance and support. As a consequence, more and more students are gaining success, particularly in the core subjects, and choosing to continue with education and training at the ages of 16 and 18.

Effectiveness and efficiency of the sixth form

Grade: 2

The effectiveness and efficiency of the sixth form are good. As standards rise in the main school, more learners are staying on to the sixth form. Standards at A level are below those of other sixth forms nationally but, given the starting points and the social context of learners in an open entry sixth form, they make good progress. In association with its local partners, the school offers a good range of advanced and vocational courses that cater well for learners' needs. Additionally, learners welcome the opportunity to participate in a comprehensive programme of extra-curricular activities

supportive of their personal development and well-being. Teaching and learning are good and learners benefit from positive relationships with members of staff. The sixth form is well led and managed and provides good value for money.

What the school should do to improve further

- Raise standards in the sixth form

Achievement and standards

Grade: 2

Grade for sixth form: 2

Students come to the school with standards that are broadly equivalent to the national average. In the 2006 Year 9 national tests, the proportion of students achieving the expected level was above the national average in mathematics and science and slightly below in English. School data indicates that the progress made by students in Key Stage 3 in 2006 was lower than in the previous two years, although the trend over three years shows that students make good progress.

In Key Stage 4, standards show an upward trend since the last inspection. Overall, boys make better progress than girls. In 2006, the proportion of students achieving 5 GCSE A* to C grades was 59%, in line with national average. The proportion of students achieving 5 GCSE A* to C grades including English and mathematics was 53%, above the national average of 46%. The school's emphasis on promoting achievement in the core subjects is reflected in the fact that 50% of students achieved higher level passes in English, mathematics and science. The most successful subjects at Key Stage 4 are English, business and enterprise and creative arts. The progress made by students between Years 7 and 11 has been variable over the last three years but school data shows that in 2006 it was outstanding. The school operates an open entry policy in the sixth form and standards are below the national average but, given their starting points, students make good progress.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

The personal development and well-being of students are good. Burnside students enjoy their education a great deal. This is demonstrated by their good attitudes in class and around the school. Within the very supportive ethos of the school, students feel safe from bullying, racism and other forms of discrimination. They show great pride in their school and confirm that the new building has had a major effect on the value that they attach to education. Most students have personal exercise plans reflecting their good understanding of healthy lifestyles. The school has been working with its catering contractors to improve the healthy options available to students at lunchtime. The views expressed by students, and some parents, during the inspection indicate that further work is required.

Students show initiative in getting involved in the broad range of extra-curricular activities that are provided for them, including the excellent Duke of Edinburgh's Award Scheme. Many students develop their leadership skills by taking on responsibility for managing events, such as primary school sports competitions. Older students have a clear and realistic view of their career options. The school's emphasis on practical enterprise enables students to make good progress with financial literacy and gives them a good understanding of the careers available to them.

Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 2

Teaching and learning are good and the impact of this can be seen in the higher standards achieved by students since the last inspection. In the most effective lessons, teachers and students are enthusiastic and enjoy their work. There are positive and supportive relationships between staff and students that are helping to build students' confidence and raise their aspirations.

Extensive, well focused professional development for teachers, and growing opportunities to share best practice, underpin the progress being made. As a result, teachers are confident and reflective. They are very knowledgeable about their subjects and plan well. They routinely share lesson objectives with their students and students respond well to knowing what it is they are learning and why. When given the opportunity, students enjoy working collaboratively and readily take responsibility for their learning. The use of interactive whiteboards is adding a positive dimension to teaching and learning.

Systematic use is made of a wide range of information to set targets for students and to check on their progress. Homework supports learning effectively. Teachers' marking is regular and gives positive feedback to students, together with useful guidance on how well they are doing and what they need to do to improve further. The school is aware that good assessment information is not consistently used to help teachers plan for the next stage of learning. As a result, some lesson activities are not matched closely enough to the full range of student needs and capabilities in classes. Students with learning difficulties and disabilities are taught well, and they make good progress because their learning and behavioural needs are skilfully supported.

Curriculum and other activities

Grade: 1

Grade for sixth form: 2

The curriculum at Burnside is outstanding. The school's specialist status as a business and enterprise college enhances students' learning substantially at all stages. In Years 7 to 9, students enjoy a broad, balanced curriculum. The requirements of the National

Curriculum are met, with additional learning opportunities in creative arts and business and enterprise. The curriculum in Years 10 and 11 is imaginative and flexible and provides opportunities for all learners to progress and develop well. A very wide range of academic, vocational and work related courses are provided; these enable students' learning programmes to be tailored closely to their individual needs and aspirations. The very low number leaving school without qualifications and the increasing proportion taking up education and training after Year 11 is indicative of the school's success in this respect. Good features include the Awards Scheme Development Accreditation Network (ASDAN) and other vocational courses that provide effectively for those who are not well suited to a full GCSE programme. Students with learning difficulties and disabilities have their needs carefully identified. Effective curriculum planning ensures that they make good progress and enjoy a real sense of success.

Care, guidance and support

Grade: 1

Grade for sixth form: 2

The quality of care, guidance and support provided by the school for its students is outstanding. Arrangements for the safeguarding of students are robust and regularly reviewed. Students feel safe and they are confident in approaching staff if they feel troubled. In this supportive environment, they reach challenging targets and receive good advice about their future career options. The success of this work is reflected in the high number of students who stay on in education and training after Year 11 and the increasing proportion moving into higher education at 18. Excellent relationships exist with external bodies and parents, thereby improving the support for students. The school operates a 'traffic light' system for monitoring the progress of students and this ensures early and effective intervention with students who are failing to make good progress. The school provides outstanding support for vulnerable students and those with learning difficulties.

Leadership and management

Grade: 1

Grade for sixth form: 2

Leadership and management are outstanding. The leadership of the school is successfully focused on raising standards and promoting the personal development and well-being of students. Managers at every level have a good understanding of the school's strengths and weaknesses and good progress has been made since the last inspection. The school's specialist business and enterprise status pervades its work, offers exceptional opportunities to students and drives standards upwards. The school runs very smoothly on a day-to-day basis and the atmosphere for learning is extremely positive. This is because all members of staff work well together as a co-ordinated team and have the respect of students. At all levels of responsibility, staff feel truly valued and morale is high. Leaders empower, trust and support them well. The school's

self-evaluation is accurate and, given its track record and sense of purpose, the capacity to improve further is outstanding.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	2
How well are learners cared for, guided and supported?	1	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

Burnside Business & Enterprise College

St Peters Road

Wallsend

Tyne and Wear

NE28 7LQ

1 March 2007

Dear Students,

Thank you for your help during the recent inspection of your school. It was a delight to work in such a bright, welcoming school and we were impressed by the care shown towards the building by students. We enjoyed meeting you and I am grateful to members of the school council and other students who gave us their views on the school. Please thank your parents and carers for returning the questionnaires and let them know that all their views were taken into account.

Our main finding is that Burnside is a good school. Most of the lessons that we observed were good and a few were outstanding. Students make good progress during their time in Burnside and the standards achieved in examinations at the end of Year 11 are good.

We found a strong sense of community in your school. The atmosphere is friendly and it is clear that you are proud to be at Burnside. You told us that most of you feel happy and safe. The increasing proportion of students who continue with education and training, at the end of Years 11 and 13, helped to confirm our view that you receive outstanding care, guidance and support.

When you read our report you will see that it contains just one area for improvement. We are asking the school to raise the standards reached by students in examinations in the sixth form. By doing this, we think the school will improve further.

My colleagues and I wish you well with your studies and your plans for the future.

Yours faithfully,

Stephen Quinlan

(Lead inspector)