

Burleigh Community College

Inspection report

Unique Reference Number	120236
Local Authority	Leicestershire
Inspection number	339643
Inspection dates	17–18 September 2009
Reporting inspector	Nada Trikic HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Comprehensive
School category	Foundation
Age range of pupils	14–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1067
Of which, number on roll in the sixth form	413
Appropriate authority	The governing body
Chair	Andrew Martin
Headteacher	John Smith
Date of previous school inspection	9 March 2007
School address	Thorpe Hill Loughborough Leicestershire
Telephone number	01509 554400
Fax number	01509 554479
Email address	information@burleigh.org.uk

Age group	14–19
Inspection dates	17–18 September 2009
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Registered childcare provision	Burleigh Playgroup
Number of children on roll in the registered childcare provision	20
Date of last inspection of registered childcare provision	Not previously inspected

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 29 lessons, and held meetings with the Chair of Governors, School Improvement Partner, staff and groups of students. They observed the school's work, and looked at documentation including: improvement plans; the analysis and tracking of progress; records of classroom observation; attendance and exclusions; monitoring information; minutes of governors' meetings; and questionnaires returned by 342 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching and learning in English and mathematics, and the effectiveness of improvement programmes
- action taken by the college to promote good attendance and behaviour, and to tackle persistent absence
- the effectiveness of leadership and management in improving the quality and consistency of lessons across the curriculum
- the impact of middle leaders on driving improvement through planning and regular checks on quality in their designated areas.

Information about the school

Burleigh is a large specialist sports college. The majority of students are from White British backgrounds. Indian and Bangladeshi students form the largest sub-groups and many other minority ethnic groups are represented. The number of students who speak English as an additional language is well above average with a few at an early stage of learning English. The proportion of students eligible for free school meals is broadly average. The number of students identified by the college with special educational needs and/or disabilities is below average.

The college manages a range of additional community services. These include a boarding house which currently accommodates 36 students, and a pre-school playgroup serving children from two to four years of age. The boarding house was not included in this inspection.

The college chose science as its second specialist subject in 2007, and gained Foundation and Trust status in May 2009.

Leadership arrangements have changed since the previous inspection. In September 2008, a part-time Executive Principal and School Principal were appointed.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The main reasons why the college's overall effectiveness is inadequate are:

Attainment has remained low in English and mathematics over the last three years, and students have made significantly less progress than they should in English and mathematics

Policies and procedures for safeguarding students and promoting equalities do not meet statutory requirements

Governors and leaders have not shown the capacity to bring about sustained improvement in key areas because of weaknesses in planning, monitoring and evaluation, and lines of accountability between senior and middle leaders.

Burleigh is a friendly and increasingly harmonious college. Since the last inspection, the college has strengthened its position within the local and wider community through effective partnership working. Leaders have made notable improvements in the curriculum by extending course choices to interest and motivate learners, and by building on significant strengths in sport. Provision is good in the playgroup and the needs of children in the Early Years Foundation Stage are well met. The sixth form is satisfactory, with strengths in the curriculum and relationships between students and staff. Burleigh is a caring college and staff know the personal needs of students very well.

Leaders have a general view of the college's strengths and areas for improvement. Planning for improvement is a weaker feature; for example, plans for English and mathematics do not adequately detail arrangements for monitoring and evaluating progress with deadlines to enable progress to be carefully tracked. Despite a high level of support from within the college and external consultants, improvements have not happened quickly enough. Systems to check on the quality of the college's work are in place but not routinely followed. This is not picked up and acted upon by senior leaders to strengthen consistency and drive improvement. As a result, teaching, the use of assessment, feedback to students and the impact of training are not routinely evaluated. Leaders recognise variation in the performance of different groups of students, for example, girls and middle-ability students who do less well, and can point to some successful actions to boost performance, such as outcomes for Bangladeshi students in

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2009. However, equalities policies do not set out the information that should be gathered and evaluated in a systematic way to support a consistent approach across the college. In addition, there are weaknesses in the management of the playgroup.

The quality of students' learning and progress is stronger in physical education, French and drama. The vast majority of students gain two higher grade passes in BTEC sport, which contributes strongly to the overall average results. Relationships are generally positive, which help to create a positive climate for learning. Students value the friendly, open and encouraging approach of staff who provide good support for their learning and behaviour.

There are some stronger aspects to students' personal outcomes, including:

Their understanding about how to lead a healthy lifestyle, and high levels of participation in sporting activities

The positive contributions students make to the community especially through the sports leadership scheme.

There is effective support for a number of vulnerable students. The work of the behaviour management team is developing well, bringing greater consistency in tackling inappropriate behaviour. A slight improvement is showing in attendance, which as well as behaviour, has been identified as a focus for leaders work to improve outcomes for students.

What does the school need to do to improve further?

- Ensure robust governance. The governing body must ensure that it complies fully with current government requirements for safeguarding within four weeks, and that policies for the promotion of equalities meet statutory requirements, and are regularly reviewed and revised in accordance with legislation.
- Raise standards and improve rates of progress in English and mathematics through:
 - Consistent use of assessment and prior attainment information to plan schemes of work and lessons to meet students' learning needs
 - Regular moderation of students' work to secure consistent assessment
 - Rigorous tracking of students' progress to identify those falling behind
 - Carefully planned intervention activities that are routinely evaluated to measure their success and effectiveness.
- Achieve consistency and drive improvement across the college by strengthening the monitoring, evaluation and lines of accountability between senior and middle leaders so that:
 - The monitoring of teaching and learning leads to the implementation of strategies to enhance teaching skills and the sharing of good practice
 - Tracking and analysis of information about students' progress is used by all staff to identify the learning needs of groups and individuals
 - High quality marking of students' work is reinforced and consolidated in all

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subjects

- Agreed checks on all aspects of the college's work are carried out
- The governing body has sufficiently detailed knowledge of the college to hold leaders to account.
- Increase the proportion of good teaching by ensuring that teachers consistently:
 - Plan lessons to take account of prior attainment, assessment information and the learning needs of students
 - Use teaching methods that provide interest and challenge for students of all abilities
 - Use questioning to challenge all students to think more deeply about their learning and to develop their oracy skills
 - Check students' understanding of their work frequently during lessons so that plans can be adjusted to meet needs
 - Mark work regularly, providing feedback to guide students on how to improve
 - Adjust the groupings of students where necessary in order to provide targeted support and to promote independent learning for confident learners.
- Improve the management of the playgroup by:
 - Providing a permanent covered area to enable children to work and play outdoors in all weathers
 - Providing a suitable surface in the playground in order to offer a safe, secure environment for children to learn and play
 - Ensuring that the governing body reinstates the committee to oversee, monitor and support the work of the playgroup.

Outcomes for individuals and groups of pupils**4**

Evidence from students' work seen during the inspection demonstrates that the majority of students are making at least satisfactory progress. Where they are clear about what they are learning, they assess their own achievement and make good progress. This might involve a discussion of grades and what is required for higher attainment, or carefully planned group work that challenges learners to think and work together. This does not always happen in lessons. Students are sometimes too dependent on the teacher for information and direction. In a few lessons, the same task is set for the whole class and assessment is not used well enough to adjust plans to provide interest and challenge. However, there is a positive atmosphere in most classrooms and students generally cooperate well with teachers and support staff.

Students' attainment on entry to the college is broadly average. Over time and taking subjects overall, students make satisfactory progress in Key Stage 4. However, this is not the case in English and mathematics, where the amount of progress students' make results in low attainment. Despite considerable hard work and support from local

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authority consultants, predictions have not been realised, and assessment is unreliable. Students with special educational needs and/ or disabilities and those who speak English as an additional language make better progress resulting from the additional support they receive. The college's results for 2009 indicate that girls have underperformed in mathematics and boys in English. Stronger performance is shown for Bangladeshi and Indian students whose results are in line with or above the national average.

Other features of student outcomes are:

Students say they feel safe, get along well with each other and know where to turn for help

Students' attitudes to learning and behaviour in lessons are satisfactory. Greater interest and enthusiasm is shown in practical lessons and where students are involved in a variety of challenging tasks

Weaknesses in English and mathematics hamper students' future economic well-being. Students participate in a variety of artistic, sporting and cultural activities to develop a general awareness and appreciation of diversity. There are insufficient planned opportunities to extend their spiritual awareness.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

The quality of teaching is satisfactory overall. Teachers have good subject knowledge and plan well-structured lessons. Where teaching is good or better, it meets students' needs and engages their interest. Expectations are high for all levels of ability; questioning is expertly used to probe understanding, and group work enables students to support each other very well. In satisfactory and weaker lessons, learning objectives are identified in planning but not routinely shared and discussed with students to provide a context for learning. Students are not always encouraged to explain their thinking and so opportunities are missed to enhance their oral skills and involve them in discussions. This leads to more passive behaviour and slows the pace of learning. A significant weakness is the use of assessment to plan lessons that take account of prior attainment and different learning needs. This is compounded by limited marking and feedback to students on how to improve.

The curriculum is improving through a range of learning pathways to better meet the needs and aspirations of learners. An effective and flexible approach is used to cater for students not suited to a full range of GCSE courses through a combination of vocational courses and off-site opportunities with local providers. The sports specialism has led to a good range of courses and enrichment opportunities. This successful approach has not yet been replicated in English and mathematics, or science as the second specialist subject.

Leaders are improving transition arrangements through greater liaison with feeder high schools. The college engages effectively with external agencies to provide additional support for those who may require it. However, despite improving systems and structures to provide care, guidance and support, and the positive views expressed by parents, the college's failure to meet current safeguarding requirements means that this aspect is inadequate.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	4

How effective are leadership and management?

While outcomes for some students have improved, middle and senior leaders have been ineffective in driving improvement in English and mathematics over a significant period. The governing body has not held senior managers to account, or ensured that statutory requirements are met. Although leadership responsibilities and trust have been

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distributed to middle managers, their work has been poorly monitored and managed. Consequently, teaching and learning are not effectively monitored and evaluated to support improvement. Where training has been provided to meet an identified need, for example, the use of assessment to support learning, leaders are unable to accurately review its impact across the college. Challenging targets are set but not met apart, from those linked to specialist targets in physical education. A tracking system is in place but not used consistently and securely across the college.

Other features of leadership and management are:

Links with parents and carers have improved through the use of questionnaires to gather their views and take them into account when planning a. Leaders continue to promote a parents' forum to engage parents more actively in the college's work. Effective liaison is in place for targeted young people involved in personalised programmes

Good sporting partnerships are strengthened further through the diploma programme. The college is the base for a wide range of popular adult learning and community programmes. Trust status is helping to support common approaches across the family of schools to improve progression rates

Although the college demonstrates a commitment towards inclusion and tackling discrimination, the required policies for race and gender equality are not in place and therefore not used as a basis for monitoring, evaluating and reporting progress

Safeguarding arrangements are not sufficiently robust to meet government requirements. Agreed procedures for educational visits are not consistently followed.

There is a growing awareness of community needs through local links and the use of sport, dance and drama to promote cultural awareness. Plans to extend students' knowledge and understanding of international, local and diversity issues are developing well. Measures to evaluate their impact on students' attitudes and awareness are not sufficiently developed to influence provision.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Sixth form

During the lessons observed by inspectors, students worked well and responded to the generally good teaching. A good range of activities is planned to extend and reinforce their understanding. Relationships between students and staff are strong. Assessment of day-to-day work is inconsistent, and generally weaker than the formal assessment that takes place every half term. Some staff have been slow to identify the learning needs of different students in Year 12, and so difficulties arise when learning is not frequently checked by the teacher. Despite strengths in teaching, academic outcomes are only satisfactory at A level. This is explained by the lack of a clear work ethos during study periods. Some students struggle to use time wisely for independent study and work is not monitored sufficiently to raise expectations. Attendance is lower than expected. Students are given satisfactory advice to prepare them for the next phase.

The curriculum meets students' needs well, providing a good range of vocational, academic and enrichment courses that are supplemented by links with other schools and a local college. Almost all students are involved in enrichment activities that allow them to contribute well to the college and outside community. They enjoy leadership roles such as mentoring other students and assisting in classrooms.

Leaders have identified issues relating to attendance, work rate and AS examination results that have impeded progress in the past, and are tackling them. Through self-evaluation, they recognise the need to improve the efficiency of assessment and the analysis of results, and to fully evaluate existing arrangements.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

A very large majority of parents who responded to the questionnaire are supportive of the college, and very positive about all the extended opportunities available through sport. Issues raised by a small minority included variation in teaching quality across the college, behaviour, marking of students' work and communication. College leaders acknowledged these concerns which are priorities within the current improvement plan.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burleigh Community College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 342 completed questionnaires by the end of the on-site inspection. In total, there are 1067 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	27	232	68	12	4	1	0
The school keeps my child safe	75	22	239	70	9	3	0	0
The school informs me about my child's progress	69	20	222	65	20	6	1	0
My child is making enough progress at this school	86	25	200	58	23	7	1	0
The teaching is good at this school	68	20	222	65	21	6	4	1
The school helps me to support my child's learning	48	14	226	66	31	9	5	1
The school helps my child to have a healthy lifestyle	42	12	223	66	45	13	3	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	73	21	217	63	19	6	5	1
The school meets my child's particular needs	50	15	231	68	23	7	4	1
The school deals effectively with unacceptable behaviour	57	17	213	62	42	12	5	1
The school takes account of my suggestions and concerns	30	9	231	68	30	9	10	3
The school is led and managed effectively	61	18	219	64	21	6	9	3
Overall, I am happy with my child's experience at this school	94	42	94	42	15	7	5	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 September 2009

Dear Students

Inspection of Burleigh Community College, Loughborough, L11 4SQ

Thank you for making us welcome when we visited your college recently. We enjoyed our discussions, and seeing you at work. You told us that Burleigh was a friendly place and we could see that relationships are generally very positive in lessons and around the college. Strengths lie in the curriculum, which provides different courses to meet your needs, and the way the college works with others to extend opportunities for learning and support. The specialist sport focus has been very successful in raising your achievements in PE and promoting your health and well-being. The on-site playgroup makes good provision for the children who attend so they are well prepared for school. The sixth form is satisfactory with a good range of courses. Students work hard in lessons but some students struggle to make the best use of independent study time.

We have identified some clear areas for improvement and placed the college in special measures. This means that inspectors will return to Burleigh at regular intervals to report on progress with the targets set, and will be interested to hear from you on how things are improving.

Although you told us that you feel safe in the college, we found that some government requirements are not in place. Policies setting out how the college will promote and check on equality issues and tackle differences in performance between boys and girls are also not in place. We have asked leaders to take steps to raise attainment in English and mathematics and to ensure that you make better progress. The quality of lessons varies a lot across the college and we have asked leaders to increase the amount of good lessons through staff training and the sharing of good ideas. We think that leaders and governors can work more closely together to monitor all aspects of the college's work so that areas for improvement can be tackled more quickly. Some improvements are required to the playgroup's outside area to provide a better environment for learning and playing in all weathers.

The college will be able to improve faster if all of you attend every day and think more about what you are learning and what you need to do to improve.

Our best wishes for the future.

Yours sincerely,

Nada Trikić

Her Majesty's Inspector

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