

# Inspection of a school judged good for overall effectiveness before September 2024: Burnside College

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

---

Inspection dates:

26 and 27 November 2024

## Outcome

Burnside College has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils enjoy working with their teachers at this school, they appreciate their support and guidance. Pupils study a full range of subjects in key stage 3 and can choose from a breadth of options in key stage 4. The school is ambitious for the pupils and there is a clear focus on raising aspirations. The majority of pupils rise to this challenge and in most subjects they achieve well. This is also the case for pupils with special educational needs and/or disabilities (SEND).

The majority of pupils embrace the school's values, which emphasise pride, respect and achievement. Most pupils behave well and meet the high expectations that the school has for their conduct. This is particularly the case in lessons, where pupils focus and concentrate well. There are a minority of pupils who do not meet the expectations for behaviour and conduct. The school takes clear steps to support these pupils to improve their behaviour.

The school's enrichment programme gives pupils the opportunity to get involved in activities beyond their lessons. Pupils take up these opportunities in large numbers. Enrichment activities are themed into creativity, science and technology, volunteering and sport. Performing arts, the library activities and sports, such as basketball and football, are particularly popular.

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

The school offers a wide range of subjects across all key stages. Pupils in key stage 4 benefit from a strong academic curriculum. In the majority of subjects across the curriculum, pupils achieve well. However, this achievement is lower in mathematics and

science at key stage 4. Pupils with SEND are particularly well supported. Their needs are identified promptly. Teachers have the right information to use the appropriate strategies to support these pupils' learning. Students in the sixth form also achieve well. They show ambition and aspiration, and they know where their qualifications can take them.

In most subjects, teachers explain curriculum content clearly, and they check carefully that pupils are learning the curriculum. Pupils develop a rich body of subject knowledge. In history, for example, pupils can evaluate the causes of migration. In English, pupils can explain Charles Dickens's use of allegory. In business studies, pupils know how businesses can benefit from a unique selling point. However, in a minority of subjects the subject matter is not presented clearly enough, and the work given to pupils does not enable them to learn the curriculum effectively.

Pupils' achievement in English is enhanced by an effective reading programme across the school. This is supported by a vibrant school library that also has a dedicated resource area for the sixth form. Some pupils receive additional support to improve their reading. This planned programme of one-to-one reading support is effective.

The programme for personal development is a strength of the school. This is particularly the case for the quality of careers advice that pupils receive. Pupils throughout the school show a well-developed understanding of a range of important topics. They can maturely explain issues associated with teenage mental health, online safety, and relationships and consent. Pupils understand how this knowledge helps them to stay safe and to be prepared for life after school.

The vast majority of pupils behave very well. Classrooms are calm and orderly places to learn. Most pupils follow the school rules. They have good relationships with their teachers, and they show respect. Some pupils do not conduct themselves well and need more support to manage their behaviour. The school admits pupils mid-year, some of whom have experienced disruption to their education. At times, the school's work to integrate these pupils is unsuccessful and sanctions are necessary. These pupils miss valuable learning time as a result.

Students are well prepared for their next steps beyond the sixth form. The sixth form provides students with an effective programme of personal development. This includes high-quality information about apprenticeships, vocational degrees and academic courses at university. Students are also well informed about how to keep themselves safe as young adults. They learn important topics such as alcohol misuse, mental health and driving safety.

Most staff appreciate the positive strategies to manage their workload and support their well-being. Governors are well informed. They demonstrate a firm commitment to the school and offer an appropriate level of challenge and support. Leaders at all levels have an accurate understanding of the strengths of the school and areas for further development. They have maintained the standards from the previous inspection.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- In a minority of subjects, there is inconsistency in the way that subject matter is presented and the quality of work given to pupils. This means that pupils do not achieve as well in some subjects as they do in others by the end of key stage 4. The school should take further steps to develop the quality of teaching so that teacher explanations and the work given to pupils help them to achieve the aims and ambition of the curriculum.
- A minority of pupils do not meet the school's expectations for behaviour and conduct. This leads to some of these pupils missing valuable learning time as a result of sanctions. The school should employ a range of strategies to support these pupils to improve their behaviour so that they make the most of the educational opportunities available to them.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in January 2020.

## 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	108640
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10346262
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	966
<b>Of which, number on roll in the sixth form</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Terry Gurr
<b>Headteacher</b>	Daniel Jamieson
<b>Website</b>	<a href="http://www.burnsidecollege.org.uk">www.burnsidecollege.org.uk</a>
<b>Dates of previous inspection</b>	22 and 23 January 2020, under section 5 of the Education Act 2005

## Information about this school

- The school has a specially resourced provision for six pupils with moderate learning difficulties.
- The school uses one registered provider of alternative education.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time evaluation of the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with the headteacher and other leaders, along with a range of staff. Meetings were held with governors and a representative of the local authority.
- The inspectors visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents and carers, staff and pupils were gathered through Ofsted Parent View, pupil and staff surveys and face-to-face discussions.
- The inspectors scrutinised a variety of documents. These included safeguarding records, attendance information, support plans for pupils with SEND, the school improvement plan and pupil behaviour records.

### **Inspection team**

Carl Sugden, lead inspector

Ofsted Inspector

Dan Brinton

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 looked after children, 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024