

# Inspection of Branston Community Academy

Station Road, Branston, Lincoln, Lincolnshire LN4 1LH

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Inspection dates: 10 to 12 May 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Good**

Sixth-form provision

**Good**

Previous inspection grade

**Outstanding**

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

Most pupils enjoy coming to Branston Community Academy. They know that their teachers want them to do well. Many pupils feel well supported. Leaders have high expectations of what pupils should achieve. They want pupils to leave school as confident and caring people who have achieved well.

In lessons, pupils behave well. Most pupils say they have positive relationships with teachers. Older pupils, in particular, appreciate the help and support their teachers have given them as they have prepared for their examinations. As one said, echoing the views of others, 'They look after us and make sure we have what we need'. The overwhelming majority of pupils feel safe in school. The PRIDE group, which represents a wide range of pupils, including lesbian, gay, bisexual or transgender, told inspectors that they are well supported in school. These pupils have appreciated the care of individual teachers and role models. However, some pupils are not confident that all teachers deal with bullying effectively. They do not always tell someone when it happens.

Pupils learn about rights and responsibilities and how to keep themselves safe. A high-quality careers education prepares pupils well for their next steps. However, some pupils feel that their needs are not fully met by the personal development programme.

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

Leaders have adopted an ambitious curriculum for all pupils, including for those in the sixth form. All pupils study a modern foreign language, and many take this as an option at GCSE level. Curriculum plans are well structured. Pupils learn new knowledge in a logical order and build on what they already know.

Teachers have strong subject knowledge and enthusiasm for the subjects they teach. They break down the learning into small chunks, so that all pupils learn and remember more. For example, in English, pupils begin studying Shakespeare with short extracts. Teachers gradually increase the length and challenge of texts and tasks as pupils become more confident.

Most teachers deliver the curriculum effectively. They choose strategies that help pupils learn new content. In some lessons, teachers use assessment well to check that pupils remember important knowledge. However, in some lessons, teachers do not always correct misconceptions. This can lead to pupils not knowing if their knowledge is secure.

Leaders quickly identify the pupils who have fallen behind in reading. They ensure that pupils get help to read with speed and fluency.

Students enjoy their sixth-form experience. The curriculum in the sixth form allows students to study courses that meet their interests. Teachers have strong subject knowledge. They provide supportive feedback. Students enjoy positive relationships with their teachers. They are proud of their school and would recommend the sixth form to others.

Teachers identify the additional needs of those pupils with special educational needs and/or disabilities (SEND). They use profile sheets to help pupils have access to the full curriculum. Pupils are positive about the support they receive for their needs.

Pupils have access to a range of extra-curricular opportunities. This includes football, netball, drama and choir club. There are also opportunities to participate in the Duke of Edinburgh Award, which is popular at Branston. Leaders offer a range of leadership opportunities to pupils. These include becoming subject ambassadors, being on the school council, and being librarians in the sixth form.

Through the programme for personal development, pupils learn how to stay safe, for example from the misuse of drugs. Some pupils feel that the programme does not fully meet their needs. For example, they would like to learn about consent earlier than they currently do. Many teachers approach such topics sensitively and skilfully. However, some teachers are not comfortable talking about difficult issues. The programme includes opportunities for pupils to learn about equality and diversity. This aspect of pupils' learning is in an early stage and not well developed. Many pupils struggle to remember their learning about British values. They do not have a secure understanding of why the rights of some groups are protected by law.

Pupils receive high-quality careers advice. This helps them make wise and ambitious decisions about their future. Leaders make sure that careers education takes account of pupils' personal interests. Pupils get information about a range of post-16 courses, including academic and non-academic routes.

Governors are knowledgeable and hold leaders to account effectively. They offer appropriate support.

Staff are proud to work at this school. They feel that leaders are approachable and considerate of their workload and well-being. Staff value the training opportunities that they receive to develop their subject knowledge.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff know how to keep pupils safe. Staff receive regular training and are aware of the local risks that children face. All staff recognise that safeguarding is an important part of their role.

Staff are aware of the process of reporting a safeguarding concern. Leaders keep good records of reported concerns and make sure pupils receive the support they need, including working with external agencies.

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

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

- Leaders have developed a strategy for assessment that enables teachers to check for misconceptions and embed knowledge. The implementation of this is variable. There are occasions when teachers do not correct pupils' misconceptions. Some teachers move pupils on to new learning before they have ensured that pupils have acquired the knowledge they need to access that learning. Leaders must ensure that misconceptions are identified quickly and addressed.
- Leaders have not ensured that a culture of mutual respect and inclusivity permeates all aspects of school life. Some pupils experience bullying. Not all pupils feel confident to report concerns to an adult. When concerns are reported, they are not always resolved effectively. Leaders must ensure that there is an open culture of respect, where pupils feel confident to report their concerns, knowing that they will be dealt with effectively.
- Leaders have not ensured that the programme for personal development fully meets pupils' needs. Many pupils have gaps in their knowledge and understanding of British values, including the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Leaders should ensure that a well-planned, sequenced programme of personal development enables pupils to understand the importance of treating all others, including those who share a protected characteristic, with respect.

## **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>	136358
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10229067
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Community
<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>	1218
<b>Of which, number on roll in the sixth form</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Malcolm Norman
<b>Principal</b>	Joanne Turner
<b>Website</b>	<a href="http://www.branstonca.lincs.sch.uk/">www.branstonca.lincs.sch.uk/</a>
<b>Date of previous inspection</b>	12 December 2019, under section 8 of the Education Act 2005

## Information about this school

- The school uses one alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide students in Years 8 to 11 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 this into account in their evaluation.

- The inspectors carried out deep dives in English, mathematics, science and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors also visited a range of lessons in other subjects. For these subjects, they checked the work pupils had produced in lessons and spoke to pupils in the class.
- Inspectors met with leaders responsible for behaviour, personal development and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 3, 4 and 5.
- The lead inspector met with the designated safeguarding leader to discuss the actions taken to keep pupils safe. She reviewed a range of documents and the single central record.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The lead inspector met with the chair of governors and three other governors.
- Inspectors visited tutor time and observed pupils around the school at break and lunchtime. An inspector held telephone conversations with staff who work with pupils at an alternative provision.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil questionnaires.

## Inspection team

Dawn Ashbolt, lead inspector	Her Majesty's Inspector
Jackie Thornalley	Ofsted Inspector
Matthew Sammy	Ofsted Inspector
Chris Fletcher	Ofsted Inspector
Deirdre Duignan	Her Majesty's Inspector
Damien Turrell	Her Majesty's Inspector
Stephanie Innes-Taylor	Her Majesty's Inspector

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