

Buttershaw Business and Enterprise College

Reevy Road West , Buttershaw, Bradford, West Yorkshire BD6 3PX

Inspection dates 6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not yet consistently good. Not enough lessons are planned with care so that the work is at the right level of difficulty, is interesting and provides time for students to learn by themselves. Some teachers do not check sufficiently well on students' understanding during lessons.
- Although achievement is now improving strongly in school, the proportions of students making good progress in English and mathematics, over time, have not compared favourably with national figures.
- Leadership and management are improving teaching and learning, but not fast enough. There is not yet sufficient outstanding practice, and too much variability within, and across, subjects.
- The sixth form requires improvement. Progress made by sixth form students by the end of Year 13 is improving, but no better than expected over time. Arrangements to maximise the time available, within the school day, for personal study and reflection are not as effective as they might be.

The school has the following strengths

- Students enjoy coming to school and show positive attitudes to their learning. They are safe and well looked after. Students behave well; attendance is above average and rising. There is little bullying and there are few exclusions.
- Parents' views of the school are positive. A high proportion believe that their children are happy in school and say that they would recommend the school to others.
- The headteacher is an effective leader. He is well supported by a strong team of leaders and managers. Tough decisions have been taken and fully supported by governors to successfully address, for example, historical weaknesses in teaching and poor behaviour.

Information about this inspection

- Inspectors observed 49 lessons, of which three were joint observations with senior leaders. In addition, the inspection team made a number of short visits to tutor groups.
- Meetings were held with five groups of students, governors and school staff, including senior and middle managers.
- Inspectors took account of the 22 responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the school’s work and looked at a number of documents, including the school’s own data on current students’ progress, planning and monitoring documentation, minutes of governors’ meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.

Inspection team

Andy Swallow, Lead inspector	Additional Inspector
John Ashley	Additional Inspector
Patrick Feerick	Additional Inspector
Tudor Griffiths	Additional Inspector
Janet Pruchniewicz	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized secondary school.
- The proportion of students eligible for the pupil premium, largely those known to be eligible for free school meals, is well above the national average.
- The proportion of students supported at the level known as school action is above that seen nationally, and above for those at school action plus or with a statement of special educational needs.
- Fewer students are from minority ethnic groups than seen nationally, and the number for whom English is an additional language is also below the national picture.
- The school does not meet the current floor standard, which sets the government's minimum expectations for attainment and progress.
- A number of students in Years 10 and 11 follow vocational courses at Carlton Bolling College and South Bradford Vocational Centre.

What does the school need to do to improve further?

- Ensure teaching is at least consistently good, so that in all lessons it generates:
 - stimulating work and experiences that match individual students' aptitudes, empower them to think for themselves, learn well and make good progress
 - frequent checking of all students' understanding in lessons so that they work at a good pace, know what to do next, and understand how to adapt their work if necessary
 - regular marking that points out why students are doing well, and provides advice about the next steps in their learning
 - opportunities to reinforce students' key communication and mathematical skills.
- Sustain the current improving rates of progress, in school, by students across Years 7 to 11, especially in English and mathematics, so that a track record of good achievement has been established by the summer of 2014.
- Improve aspects of the school's leadership and management so that:
 - the proportion of outstanding teaching increases, and there is less variability within, and between subjects
 - all post-16 students achieve well and have good access to facilities for personal study and reflection during the school day.

Inspection judgements

The achievement of pupils

requires improvement

- The attainment of students on entry to the school is below average. Until recently, many students have attained below students elsewhere in the country, and some well below, particularly in English and mathematics. As a consequence, the overall rates of progress which students have made over time are much less than in most schools. At the end of Year 11 the proportions of students attaining five good GCSE results, and also when including English and mathematics, are below average.
- Changes in staffing, and teaching that requires improvement, have historically hindered students' rates of progress, especially in English and mathematics. In particular, students known to be eligible for free school meals, disabled students and those with special educational needs have not performed as well as expected. These shortcomings have now been addressed successfully, and the achievement of these students is improving. In lessons they make increasingly good progress. As a result, attainment gaps between these students and their peers are reducing. This is because tracking arrangements have been refined, enabling underperformance to be pinpointed earlier, and tackled more successfully.
- Students from minority ethnic groups, and whose first language is not English, achieve in line with their peers. Well-conceived use of the pupil premium has also successfully enhanced small-group teaching opportunities; provided one-to-one mentoring to raise self-esteem and confidence; and funded additional resources to enhance students' reading and writing skills.
- Across the school, a rising number of students attain average outcomes in lessons and in their work. Many communicate with growing confidence, both orally and in writing, and show competent mathematical skills. The school's information shows that students following off-site vocational courses are also making increasingly good progress. Many of these outcomes are recent and, as yet, are not fully embedded and proven over time.
- Many parents who responded to Parent View believe that their children enjoy school and are now achieving well. Inspectors found this to be so in over half of lessons seen. For example, in a Year 9 design and technology lesson, students collaborated very well to understand the parts that the various ingredients play in bread making. Similarly, Year 11 students shared ideas readily about how Shakespeare presents relationships in *Romeo and Juliet*, inspired by probing questioning by the teacher, and the opportunity to relate scenes to contemporary life in Bradford.
- Although students' achievement by the end of Year 13 was good in 2012, not enough sixth form students make good progress across Year 12, or reach standards of which they are capable by the end of Year 13, over time. While A-level standards are broadly average, too few students attain the higher A* to B grades. Achievement in some subjects is therefore no better than expected. Insufficient access to designated study areas and modern technologies, for all students, on a daily basis, does not support the development of effective learning skills.

The quality of teaching

requires improvement

- The quality of the teaching is improving, and just less than two thirds of lessons seen by inspectors were deemed to have good or better teaching. Teaching in the sixth form is also improving, and there is good practice to share. Some teaching still requires much improvement, and there is too little outstanding practice. As a consequence, it is not yet consistently strong enough, to ensure all students make good or better progress, across all subjects and to compensate for gaps in students' knowledge, skills and understanding.
- In lessons where students make most progress, teaching is inspiring. Teachers plan interesting activities that are meaningful and enthuse students. For example, Year 10 and 11 students are excited about investigating how to explore evidence from a human skeleton discovered in the Orkney islands, as part of their learning about prehistoric medicine in history; in science, Year 11

students enjoyed asking searching questions of each other, in their endeavours to find the centre of gravity of certain objects, and determine what makes an object stable.

- In such lessons, high expectations and a high level of challenge inspire students to persevere and show resilience in their learning. The school's best teachers encourage students to think and deepen their understanding by working things out for themselves. They check students' learning continuously during the lesson and change their approach if necessary.
- Too much teaching is still less than effective and does not provide enough stimulus or challenge. Too little is expected of some students, and others are not given activities that stretch and excite them. Some teachers talk too much, giving too little time for students to work by themselves. They take too few opportunities to listen to students, observe or question them at length, to check their understanding.
- The quality of marking across the school is variable; in some cases it is not frequent enough, and does not indicate why students are doing well or provide detailed feedback on how to improve.
- The teaching of general communication and mathematical skills, across many subjects, is variable. There is effective practice in some design and technology, science, and humanities lessons. Opportunities are particularly missed in many lessons to reinforce key reading skills that enable students to locate and retrieve information efficiently, and to make inferences; to organise ideas confidently and write fluently, as a result of initial discussions that clarify and extend their thinking.
- Teaching assistants provide judicious and effective support to individual students. The bespoke teaching of disabled students and those with special educational needs, in small groups, or on an individual basis, is good.

The behaviour and safety of pupils are good

- Around the school students behave well and are polite and courteous to adults and visitors. Parents say how much their children enjoy coming to school, and enjoy the many activities and experiences that are on offer, especially beyond the school day. In lessons, students show positive attitudes to learning, even when activities are insufficiently challenging and motivating. Scrutiny of behavioural records shows that behaviour is good over time, and that there are very few instances of bullying and racism.
- Students have a good understanding of unsafe situations and show confidence in dealing with them, should they occur. They are especially confident in talking about cyber and homophobic bullying, and through 'focus groups', take active steps to ensure that it does not happen in school. As a result, the school is a harmonious community, where most groups of students relate well to each other.
- Students say how much they feel safe in school and are confident that they can get support if they have any concerns. Sixth form students are increasingly active in supporting younger students. Pastoral staff secure very effectively the well-being of students whose circumstances may render them vulnerable. They have worked hard to increase attendance which has risen to above average.

The leadership and management requires improvement

- The headteacher is ambitious for all students and has raised the morale of staff, and students' aspirations, over time. Since the previous inspection, he has vigorously tackled ineffective teaching and weak subject leadership. Refined tracking systems now ensure reliable and accurate information about all students' progress. The impact of these actions is taking longer than expected to achieve the desired results. This is largely due to the many changes in leadership and teaching, across the school, which are still taking place.
- Senior leaders share the headteacher's vision, communicate high expectations and know what needs to be done next. While well-conceived arrangements are in place to improve further the

quality of teaching, they have not yet made the difference required in some subjects because of teachers' absences, and appointments of new and temporary staff.

- Leaders and managers ensure that the school has a realistic and accurate understanding of its own performance, and that key actions to bring about improvements are concerted. Performance management of staff is well organised, and new appraisal procedures identify precisely individual teacher's development needs. Training opportunities are wide-ranging, drawing on the experience and expertise of staff within school, as well as those from the Bradford Partnership of Schools, and beyond. The impact of training is evaluated thoroughly, to determine next steps. The headteacher makes the right decisions about teachers' movements up the salary scale on the basis of robust information about the quality of their teaching.
- The school's curriculum is appropriately matched to students' needs. There is a good range of academic courses and off-site vocational and work-related experiences. The school takes reasonable actions to ensure students are safe when attending off-site provision. All precautions are taken to ensure that the small proportion of students entered early for GCSE examinations are ready, and that this action does not limit their potential. Extensive sporting, musical and performing opportunities and a wealth of extra-curricular activities make strong contributions to students' good all-round spiritual, moral, social and cultural development. The daily tutor and 'academies' programmes help to raise students' self-esteem and promote their personal qualities. They support effectively the school's drive to promote equality of opportunity, and to tackle immediately any discrimination that may arise.
- A large number of parents believe that the school communicates effectively with them about their children's progress. Good links exist with local schools within the Bradford Partnership, within the local primary schools' Futures Learning Partnership, and with colleges of further education, universities and community services. All have an increasingly positive impact on students' achievements. The local authority provides effective support through regular visits to check the school's progress, and has been helpful in supporting general improvements in subject leadership and management.
- **The governance of the school:**
 - The governing body receives regular and up-to-date information about the performance of the school, including data about how well students are achieving. Governors have a good understanding about the quality of teaching, and are supportive of the headteacher in tackling ineffective practice. They are ambitious on the part of all students, and as equally restless as the headteacher to accelerate improvements. Minutes of meetings show that they are confident in challenging senior staff. They indicate perceptive discussions about the value of spending decisions, in particular the allocation of pupil premium funding. For example, governors have authorised small groups' teaching, one-to-one mentoring to overcome specific barriers to learning, and the purchase of bespoke materials to boost reading and writing skills. The headteacher provides governors with detailed information about the salaries of all staff and decisions about individual teachers' applications for promotion. As a result, governors have a good understanding of the effectiveness of the management of teachers' performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107350
Local authority	Bradford
Inspection number	400908

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,499
Of which, number on roll in sixth form	163
Appropriate authority	The governing body
Chair	Ian Palmer
Headteacher	Richard Hughes
Date of previous school inspection	12 October 2009
Telephone number	01274 676285
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