

Buttershaw Business and Enterprise College

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

Inspection dates 14–15 July 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The overall effectiveness of the school has declined since the last inspection. Actions taken by leaders have failed to rapidly improve students' achievement and weak teaching. It is not clear that the school can move forward without external support. As a result, the leadership's capacity to improve the school is not secure.
- Over time, students have made too little progress in many subjects including mathematics, English and science. As a result, standards are well below average. In 2014, students' attainment and progress did not meet the government's minimum expectations for those leaving at the end of Year 11.
- Leaders have been ineffective in checking the achievement of all groups of students. As a result, disabled students and those who have special educational needs make exceptionally slow progress.
- The quality of teaching is inadequate. Too often work set does not match students' needs and abilities.
- Expectations are low and there is insufficient challenging work to enable students to do well.
- Behaviour requires improvement because students' attitudes to learning vary too much depending on the quality of teaching they receive.
- Arrangements to ensure students' safety require improvement. The school does not do enough to ensure all students attend regularly, particularly disadvantaged students, disabled students and those with special educational needs.
- The effectiveness of the sixth form requires improvement. The quality of teaching is variable and has led to variable achievement across subjects.
- Until recently governors have failed to challenge the headteacher sufficiently for the school's performance. In particular, they have not ensured that additional government funding for disadvantaged students has helped them achieve well.

The school has the following strengths

- Overall, students say they feel safe in school.
- There is some good teaching across the school, particularly in geography, history and religious education.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with leaders from the school.
- Inspectors spoke with three groups of students about their learning in lessons and their safety in the school. Inspectors also listened to some students reading.
- An inspector held a meeting with two governors. He also held a meeting with a local authority representative, a member of the Bradford Partnership and a national leader in education. Inspectors also met with school staff, including middle and senior leaders.
- Inspectors looked at the school’s review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed students’ work in lessons and analysed samples of students’ books.
- Inspectors evaluated 63 responses to the on-line questionnaire (Parent View).

Inspection team

James McGrath, Lead inspector	Additional Inspector
Andrew Henderson	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector
Peter McKay	Additional Inspector
Paul Gillis	Additional Inspector

Full report

In accordance with the section 44 of the Education Act 2005 (as amended), 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 in the school.

Information about this school

- The school is much larger than the average-sized secondary school.
- The proportion of disadvantaged students known to be eligible for support through the pupil premium is well above average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The proportion of students from minority ethnic groups is below average, as is the proportion of students whose first language is not English.
- The proportion of disabled students and those who have special educational needs is above average.
- There are seven alternative providers of education used by the school for a very small number of students. They are JAMES, E-Merge, TSC, Prism, BOT, Pipeline and TLG.
- The school holds the National Standard for Enterprise Education and the International Schools Award.
- The school does not meet the government's current floor standards, which are the minimum expectation for students' attainment and progress in English and mathematics by the end of Year 11.
- The school is receiving support from a national leader of education at Immanuel College to develop leadership. A wide range of support from the Bradford Partnership, which is linked to the schools in the local authority, is in place to assist the school.
- There have been significant changes in teaching staff and in leadership since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good and enables all groups of students to achieve well, by ensuring that:
 - work set matches the needs and abilities of all groups of students and is adjusted appropriately if they are not making at least good progress
 - there are high expectations of what students can achieve
 - interesting work is planned to engage students in their learning and consequently encourage them to behave well at all times so they make at least good progress
 - when teachers mark students' work clear advice is given to students about how they can make the necessary improvements
 - homework is used consistently well to drive up standards and to challenge students to contribute well to their progress
 - students' presentation of work is always good and accurate spelling is insisted upon at all times.
- Improve the overall achievement of disadvantaged students, disabled students and those with special educational needs, by ensuring:
 - the attendance of students in these groups who do not attend well, urgently improves so they can make an effective contribution to their learning
 - the pupil premium funding is used effectively to improve the achievement of disadvantaged students so that the attainment gaps of these students, when compared to non-disadvantaged students nationally, close quickly
 - information on the progress of disabled students and those who have special educational needs is made available and used effectively by leaders to take actions that lead to these students making at least good achievement.
- Improve the provision in the sixth form by:
 - making sure that the attendance of students improves so that all make an effective contribution to their learning
 - ensuring that leaders in the sixth form thoroughly check the quality of teaching across all subjects, especially in terms of its impact on students' achievement over time and take action where it is not good enough
 - making sure leaders check the progress of all groups of students, including the disadvantaged and take action where necessary, to prevent students from falling behind.
- Rapidly improve the impact of leadership, management and governance by ensuring:
 - teaching is at least consistently good and all leaders promote high expectations and ambition for all students
 - subject leaders check the quality of students' work thoroughly and take effective action to improve teaching and the achievement of all groups of students
 - that students who experience bullying are always confident to report it
 - governors hold the school to account for the effective use of use of the pupil premium funding and the performance of all groups of students.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Leaders and managers at all levels have been slow to recognise and tackle students' persistent underachievement in the main school. They have not had high expectations and enough ambition for students. As a consequence, the overall effectiveness of the school has declined and is now inadequate.
- Over time, essential improvements in the quality of teaching have not been tackled swiftly and, as a result, students underachieve. Leaders have not successfully addressed all areas for improvement from the previous inspection. More recently, strategies have been put in place to improve the quality of teaching and inspection evidence indicates some success across the school. The impact of the recent changes is emerging slowly and external support is still necessary to move the school forward.
- The curriculum has been ineffective as it has led to weak achievement for students. The leadership has recognised this and has altered the curriculum to accommodate students' needs more appropriately. However, the impact on student achievement has yet to be felt. A good programme for careers education and guidance has been developed and the vast majority of students, despite underachieving, continue in education, training or employment when they leave school.
- Unsuccessful efforts to become an academy slowed the search for external support. In response to the exceptionally weak progress at the end of Year 11 in 2013 and 2014, the headteacher brokered support from the local authority's schools partnership and from a national leader of education in a good school. This support has been effective in bringing about improvement in leadership and management across the school.
- Recently, new systems to check students' progress have been introduced to give a clearer understanding of students' achievement. However, leaders are not using these systems effectively to determine the progress of all groups of students, particularly the disabled and those students who have special educational needs. The school has much to do to ensure equality of opportunity for these students.
- New appointments have been made at senior and middle leader level. Expectations and accountability have been improved but inconsistency still exists across subject leadership and this leads to high variations in the quality of students' work and achievement. The work of partners supporting the school focuses on improving leadership to ensure it is consistently good.
- The use of additional government funding for disadvantaged students has not been effective. Disadvantaged students have been underachieving in their external examinations since the last inspection and the impact of the work done using the money has been ineffective. The new leadership is planning to check on the impact more closely, but gaps in attainment are not closing quickly enough across the school. Much has to be done to ensure disadvantaged students achieve well.
- Over time, the system for the performance management of teachers has been ineffective in ensuring good teaching and achievement. A thorough performance management system is now in place to link to teachers' professional development. However, there has been too little time to ascertain the impact of these changes on the achievements of students.
- Students spiritual, social, moral and cultural education is developing appropriately. There are good opportunities for students to take part in school productions and after school activities. Students are clear about democracy and the rule of law in and were seen debating these well in form time. The school is a harmonious community where generally, staff ensure relationships are good and any form of discrimination is tackled effectively. Students are well prepared for life in modern Britain, including those in the sixth form.
- The school has effective strategies to engage with parents who have generally positive views about the school.
- The leadership ensures that there are good training arrangements to ensure the safeguarding of students. Staff are well trained in a range of matters relating to safeguarding and child protection. Staff are vigilant and leaders follow up concerns tenaciously. However, the leadership has not been successful in reducing sufficiently the considerable number of students who do not attend school regularly.
- There are good links with the off-site providers of education to check the progress, attendance and behaviour and safety of students.
- The school should not seek to appoint newly qualified teachers.
- **The governance of the school:**
 - Governors have not been diligent, over time, in holding the school to account for its underachievement. They have undertaken training to strengthen their skills and are now in a better position to support and challenge the school than in the past; they understand that students are not achieving well against

national comparisons. Governors are clear about where teaching is improving best and where there is much more to be done. They are clear about how teachers' performance and student achievement relate to pay. Governors have supported the headteacher in taking effective action to identify underperformance and to remedy it.

- Governors are fully involved in the process of ratifying the school's self-evaluation judgements and confirming the school's financial position. They know what the pupil premium funding is used for but have not effectively checked its impact on achievement for disadvantaged students. They are not aware of the achievement of all groups of students, particularly disabled students and those who have special educational needs. Governors have yet to confirm the school's new policy for special educational needs. Governors know that arrangements for safeguarding meet requirements and make appropriate checks on the school's work in this respect.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of students requires improvement.
- Students' attitudes to learning vary according to the quality of teaching they receive. Therefore, there are times when they do not make sufficient contribution to their learning and they do not take enough pride in their work. Occasionally, there is some low-level disruption and it is not always well managed by staff.
- When teaching is good students generally respond well. Students say that the new behaviour system is helping to improve behaviour as there is swifter application of sanctions should poor behaviour occur.
- Around the school, the vast majority of students treat each other with dignity and respect using the atrium as a good area to socialise and dine. Inspectors found the students to be courteous, polite and confident when speaking to adults.
- Students take pride in their uniform, look smart and wear it well.
- The school does not exclude students but uses its own behaviour support unit to manage the behaviour of some challenging students. Should this not be effective, it works in partnership with other schools to either provide a short period of respite time or a 'fresh start' at another school.
- There are very few students who access alternative provision with other providers. There are good links between the school and the providers. The off-site provision is engaging students effectively and appropriate systems are in place for the school to check on students' behaviour and safety.
- Sixth form students contribute well to the life of the school by supporting younger students with reading, helping out in lessons and acting as mentors to support students' learning. They are keen to do even more if opportunities arise.

Safety

- The school's work to keep students safe and secure requires improvement.
- Students' overall attendance is below average. Disadvantaged students and some of those with special educational needs are often absent. The school is clear it has had limited impact on the attendance of these students and has appointed an attendance officer, starting in September 2015, to remedy this.
- Students are clear about all the forms that bullying can take and say they are confident that the school deals with it effectively when it is reported. They said that 'bullying is not an issue'. However, records show that when bullying has occurred, a very small number of students have been reluctant to inform staff.
- The school's 'Tic-Tac Centre', a confidential drop-in centre based in school, offers opportunities for all students to seek support and advice should they feel it is necessary. Students say they appreciate this facility.
- Students know how to keep themselves safe when using the internet and they are clear about how to assess risks to their safety.
- There are good arrangements for the training of staff in safeguarding and child protection. Staff are vigilant in checking whether students are in need of support and there good links with other agencies to support students.
- There are very clear procedures and systems to ensure that those attending alternative provision are safe.
- Overall, students told inspectors that they felt safe in school and most parents agree.

The quality of teaching is inadequate

- Weak teaching over time has led to students underachieving and making inadequate progress particularly in English, mathematics and science. Disadvantaged students and those with special educational needs often make little progress because of the weak teaching they have received and for some, because of their poor attendance.
- There have been significant changes to staffing and leadership since September 2014. Inspectors found that while the quality of teaching is improving it is not raising students' achievement rapidly enough across the school. An analysis of students' work showed high levels of variability in the progress they are making. There are some pockets of good teaching and on occasion, precise advice is given when some teachers' marking helps students to improve their work; however, this is still highly inconsistent. When good advice is given students respond well to improve their work.
- Expectations of what students are capable of doing are not high enough. The quality of work accepted by teachers is often not good enough, particularly in mathematics. There can be wide variations in the quality of work in science and English. Some good work was seen in these and other subjects but overall the quality was inconsistent.
- Work set by teachers is usually not well matched to the individual needs and abilities of students. It is not always challenging enough and pitched at an appropriate level to ensure students make good progress. Work does not always interest students and they are unclear about the application of the knowledge they are gaining. This can lead to some students becoming disinterested and unproductive.
- Reading is promoted well across the school. Inspectors listened to younger students who clearly enjoyed reading. There are good opportunities for students to use their reading skills in subjects other than English and most said they read frequently at home. Students write extensively in appropriate subjects and apply mathematical skills in a range of subjects. However, spelling is not checked well enough, handwriting and presentation varies considerably in students' work.
- The school's homework policy is not followed effectively and parents raised this in their response to the online questionnaire. Inspectors found that the quality and type of homework varied too much and was not challenging enough to help students make good progress. Students confirmed the irregularity of homework being set in comparison to the requirements of the school's policy.

The achievement of pupils is inadequate

- Weak teaching and poor leadership have led to students making inadequate achievement.
- Underachievement, particularly in English, mathematics and science has resulted in low standards and very slow progress for students. In 2014, achievement at the end of Year 11 was below the government's minimum expectations. From starting points that were below average, the proportion attaining five or more GCSE grades between A*-C, including in English and mathematics, was well below average.
- Disadvantaged students have made exceptionally slow progress and less than the weak progress of other students in the school. Attainment gaps between disadvantaged and non-disadvantaged students are too wide and not closing quickly across the school. In 2014, disadvantaged students were over two GCSE grades behind non-disadvantaged students nationally in English and one and a half grades behind in mathematics. In comparison to non-disadvantaged students in school, they were almost one and a half GCSE grades behind in English and over a grade behind in mathematics. This is as a consequence of poor teaching, ineffective use of additional government funding for these students, their overall poor attendance and weak leadership not closely checking on the progress this group of students make.
- Over time, disabled students and those with special educational needs have made very poor progress, which has been much slower than other students in the school. The quality of teaching they receive has not met their needs and abilities. Leaders have not checked on the progress of these students across all subjects and consequently they have not taken effective actions to help improve the outcomes for them. Leaders were unable to provide the inspection team with achievement information across the school for these students.
- The most able students do not do as well as similar students in other schools nationally. This is because expectations are too low and the work set for them is not consistently challenging. However, the proportion of these students achieving the English Baccalaureate is above average and improving.
- Inspectors reviewed a large amount of students' work and noted that overall, improvements were occurring across subjects but considerable variability is still present in the quality of work both in and

between subjects. School information predicts that for those students completing GCSE examinations this year the proportion attaining five or more GCSE grades between A*-C, including in English and mathematics, is set to increase and achievement is set to be above the government's current minimum expectations.

- The school has used early entry to GCSE examinations in subjects students have opted to study; this has not served students well and is not being used any longer.
- There are too few students attending alternative provision to make meaningful comparisons between their achievements and those of other students.
- Year 7 catch up funding (government funding for those entering secondary school with below average standards in English and mathematics) is helping younger students to make effective progress in developing their literacy and mathematical skills through the provision of additional support. These students, and others, use computerised systems designed to help improve their reading ability; consequently, they are making good gains in developing their reading skills.

The sixth form provision

requires improvement

- Over time, despite the improvements being made at present, students' progress is inconsistent across subjects; as a result, it requires improvement.
- Achievement in vocational courses is more consistent than in the academic courses and progress is broadly in line with what is expected nationally. Overall, students' academic attainment at the end of 2014 was below average from below average starting points, although more students gained the higher grades at A level than in the previous year. Therefore, the numbers being able to successfully access their higher education courses or career ambitions improved. The school is indicating that results will improve this year. The current standards in work seen during the inspection suggest improvement.
- Success is not high enough for those students re-sitting GCSE English and mathematics in order to try and attain a grade C in these subjects. This is because many have very low starting points in terms of their knowledge and understanding as a result of their previous weak achievement in the main school.
- Recent changes have been made to strengthen the leadership of the sixth form. Pastoral care and concern for individuals' welfare is a strength. However, the checking of the quality of teaching is not always linked closely to the progress all groups of students are making, particularly disadvantaged students; as a result, achievement over time is not as good as it should be. Records were not available to indicate how this small group of students were achieving in comparison to others. As a result, leadership and management require improvement.
- There are exceptionally few disabled students and those who have special educational needs in the sixth form and therefore comparisons between their achievement and others are not statistically valid.
- Overall, the quality of teaching requires improvement as the achievement of students is variable across courses. Teaching is better in the sixth form than in the main school as there is more consistent challenge. Teaching can be good or even better. For example, exceptionally strong progress was seen in students' work in psychology because work matched students' needs and abilities exceptionally well and there were many opportunities for students to make an effective contribution to their learning through independent study.
- The curriculum is appropriately matched to students' needs and is linked to local employment opportunities as well as higher education opportunities. Students appreciate the good careers guidance they receive. Improvements to the sixth form study area are appreciated by students as is the supervision of their study in that area.
- Students have positive attitudes and are keen to do well. They behave well, say they are safe in the school and know how to assess risks to their safety. However, attendance requires improvement, as seen in the weaker achievement of those students who do not attend well.
- Students have a growing confidence in their ability to succeed. They participate well in a wide range of opportunities such as the Duke of Edinburgh Award Scheme. As a result, they gain in stature as they move through the sixth form and leave as ambitious, responsible young people.

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	442192

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

Type of school	Secondary
School category	Foundation
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	1,479
Of which, number on roll in sixth form	157
Appropriate authority	The governing body
Chair	Andrew Thornton
Headteacher	Richard Hughes
Date of previous school inspection	6 February 2013
Telephone number	01274 676285
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