

# Aylestone Business and Enterprise College

Broadlands House, Broadlands Lane, Hereford HR1 1HY

**Inspection dates**

12–13 January 2016

**Overall effectiveness**

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of learning, teaching and assessment is inconsistent. As a result, pupils do not do well in mathematics and some other subjects.
- Some teachers do not use the school’s marking and feedback policy effectively, and this slows the progress of pupils.
- The achievement of pupils who are disadvantaged or of low ability is not good enough.
- Some teachers do not always plan appropriate learning that helps pupils who are disadvantaged or of low ability to catch up with other pupils.
- A very small minority of pupils are unaware of the dangers of radicalisation and extremism.
- The behaviour and approach to learning of a small group of pupils are not good enough when teaching fails to engage or interest them.
- The attendance of pupils who are disadvantaged is lower than that of other pupils in the school and nationally.
- Governors have not held school leaders to account effectively for the variation in the progress made by different groups of pupils, especially low ability pupils and those who are disadvantaged.
- Middle leaders do not consistently and effectively challenge teachers in their teams to ensure that all pupils and groups of pupils do well.

### The school has the following strengths

- Leadership and management are improving under the guidance of the recently appointed acting executive headteacher.
- Some highly effective practice in learning, teaching and assessment exists.
- Girls and pupils of middle ability do well in a range of subjects including English and mathematics.
- The school provides effective teaching and support for Gypsy, Roma and Traveller children, and for pupils who have English as an additional language.
- Pupils are well cared for as a result of the school’s nurturing ethos. Pupils, parents and staff value this. As a result, excellent relationships are the norm and pupils feel safe. Pupils’ conduct around school is generally good.
- Pupils are well prepared for life in modern Britain and the school provides for their spiritual, moral, social and cultural development effectively.

## Full report

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

- Raise achievement so that it is consistently good or better in all subjects, especially for pupils who are disadvantaged or of low ability by:
  - improving the consistency of the quality of teaching so it matches the best practice which exists in the school
  - ensuring that learning activities are pitched at the right level and help pupils consolidate and improve their knowledge and understanding, particularly in mathematics
  - making sure that assessment and feedback in lessons and in pupils' books are in line with the school's own policy, and help them improve the quality of their work and develop their knowledge and understanding
  - ensuring that pupils are clear about the quality and the amount of work they are expected to produce, and about the positive attitudes they should adopt to their work in class and at home
  - improving pupils' ability to reason mathematically and to confidently use and apply their arithmetical knowledge and skills in mathematics and other subjects
  - improving the attendance of pupils who are disadvantaged so that it is at least in line with national figures.
- Improve the quality of leadership and management by:
  - making sure that senior leaders hold all middle leaders to account for the achievement of all groups of pupils, especially those pupils who are disadvantaged or of low ability
  - ensuring that all middle leaders take effective action to improve the quality of teaching and accelerate the progress of pupils who are disadvantaged or of low ability
  - ensuring that all pupils are aware of the risks associated with extremism and radicalisation, and know how to resist the enticement to be unlawful or antisocial
  - making sure that governors have the necessary skills, knowledge and expertise to support and challenge school leaders effectively, and to ensure that all statutory policies and procedures follow current guidelines.

An external review of the school's use of the pupil premium and Year 7 catch-up premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

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

## Inspection judgements

### Effectiveness of leadership and management

### requires improvement

- The recently appointed acting executive headteacher and the governors have a clear vision for the future of the school and of the federation with Broadlands and Withington primary schools. This vision is shared with staff and the community. The responses to the Ofsted staff survey are overwhelmingly positive and staff morale is high. Most of the parents who responded to the Ofsted questionnaire, Parent View, expressed positive views about the school. However, some parents state dissatisfaction with their child's progress.
- Leadership and management have improved recently. The acting executive headteacher has introduced a more strategic and effective approach to school improvement. Checks on pupils' progress introduced in September 2015 are more robust. Self-evaluation is improving, but has not been used quickly enough to identify weaknesses. As a result, the progress of some groups of pupils is not consistently good.
- School leaders are now setting higher expectations and holding teachers to account for the quality of their teaching and the progress of their pupils. However, the lack of rigour in reacting to weaknesses identified by the checks on the work of the school in the past has resulted in progress which is uneven, and some learning, teaching and assessment that does not support good progress.
- Subject leaders have recently become more involved in checking the work of staff and the progress of pupils in the subject for which they have responsibility. It is too soon to see significant and sustained improvements. However, there are signs of improvement, for example in the development of pupils' literacy skills, particularly of reading.
- The school's curriculum is well balanced and provides pupils with an appropriate range of subjects and experiences. A broad range of academic, practical and creative subjects, supplemented by a variety of enrichment activities, prepare pupils well for the next stage of their employment, education or training.
- Opportunities for developing pupils' spiritual, moral, social and cultural knowledge and understanding are embedded in lessons. Pupils gain a good understanding of life in modern Britain through religious education and personal, social, health and economic education lessons, the school's Business Enterprise Enrichment Programme (BEEP) and the Alternative Curriculum Entitlement (ACE) sessions. Pupils spoke with some confidence about fundamental British values and how they had enjoyed a visit to a mosque and other places of worship.
- Leaders track the allocation of the additional funds they receive to support pupils, such as the pupil premium and Year 7 catch-up funding. However, leaders and governors have not rigorously evaluated the impact of the spending on pupils' progress. As a result, many disadvantaged pupils and those who need to catch up on missed learning in previous years make much slower progress from their different starting points than other pupils.
- A wide range of support is provided for disabled pupils and those who have special educational needs. Leaders have a good understanding of their needs and communicate these effectively to teachers and support staff. As a result, outcomes for these pupils are improving.
- Leaders ensure that an appropriate range of professional development and training opportunities are available to staff. Performance management systems are in place to check the work of staff. However, leaders do not rigorously follow up issues of underperformance or inconsistency in the application of school policies, for example the school's marking policy. As a consequence, the quality of learning and teaching and pupils' progress are inconsistent.
- The local authority has accurately identified the school's strengths and areas for improvement. Appropriate support is in place for the new acting executive headteacher. The governing body has not yet taken advantage of the local authority's help and guidance.
- **The governance of the school**
  - Governors have not been rigorous enough over time in their challenge to school leaders. Challenge has not produced actions that are sharp and focused enough to drive up standards, particularly in mathematics and in respect of the progress made by disadvantaged and/or low-ability pupils.

- Governors do not make sure that all the statutory policies and procedures reflect current guidance. For example, they have not ensured that they receive an annual report from the designated teacher for children looked after by the local authority. In addition, governors have not ensured that the allocation of the additional funds they receive to support pupils, such as the pupil premium and Year 7 catch-up funding, is used effectively. As a consequence, many disadvantaged and low-ability pupils make much slower progress from their different starting points than other pupils.
- Governors are complimentary of the acting executive headteacher and the changes he has made to the school since his appointment. They recognise the school is improving. However, they are less definite about whether the rate of change and progress is sufficient.
- Governors have tackled effectively the budget deficit, and they ensure that resources are used efficiently and provide value for money.
- The arrangements for safeguarding are effective. The school's work to keep pupils safe is systematic and well managed. There is a clear will and desire throughout the school to ensure that pupils are safe, well cared for and have their needs met. This is particularly the case for pupils who are potentially vulnerable. For example, the school takes swift and appropriate action, including the use of outside agencies, if pupils are missing from school. Leaders and governors have completed safer recruitment training and make sure that staff are appropriately recruited. Pupils say they feel safe in school and almost all of the parents who responded to Ofsted's online questionnaire agree. Staff are trained in the identification and reporting of risk, including how to protect pupils from the dangers associated with radicalisation and extremism. However, the school's work to teach pupils about the risks of radicalisation and extremism is in its infancy. As a consequence, a very small minority of pupils are unable to identify the ways different religious and political groups might try to persuade them to be unlawful or antisocial.

### Quality of teaching, learning and assessment

### requires improvement

- The effectiveness of teaching is variable. Not all teachers make the same good use of assessment information to plan and deliver lessons to engage and improve learning for all groups of pupils. As a consequence, not all pupils make as much progress as they should.
- Pupils who are disadvantaged and low-ability pupils show that they are willing to learn. However, their learning needs are not met consistently. Over time, this leads to a large gap in attainment between these two groups and others in the school.
- Some teachers' expectations about the quality and quantity of work pupils are expected to produce are too low. As a consequence, a minority of pupils do not take pride in their work and do not complete their homework; presentation is poor, and work is incomplete and disorganised. In addition, pupils' behaviour deteriorates when learning fails to engage their interest. This impacts negatively on pupils' progress.
- Disabled pupils and those with special educational needs learn effectively because knowledge of their needs is used to plan appropriate learning that meets these needs. Information provided by the school shows that these pupils are making similar progress to others in most subjects. Support staff generally make an effective contribution in supporting the learning of this group of pupils. They achieve this by encouraging pupils to think for themselves, and to be resilient and to persevere when problems are encountered.
- Recent improvements across most subjects are beginning to show in improved rates of learning and progress. However, in some subjects, for example in mathematics, although evidence in pupils' books shows that there is effective teaching in some classes, this is not consistently the case across the subject as a whole.
- The development of pupils' mathematical knowledge and understanding is inconsistent. Where teaching is effective, pupils have opportunities to reason mathematically, solve increasingly difficult problems and deepen their understanding of mathematical concepts. In these lessons, pupils have opportunities to use and apply their mathematical skills. However, this approach is not consistent across the department for mathematics. As a result, a minority of pupils are unable to use and apply their mathematical knowledge and understanding confidently in the subject, or in subjects other than mathematics.
- Work over time to improve learning has been sustained effectively in a number of subjects, particularly in English. Here, pupils do well because teachers are clear about their expectations, plan and deliver lessons that engage and motivate pupils, and provide advice and guidance that helps pupils to improve their work and to develop their knowledge and understanding.

- Pupils who find reading and writing difficult are well supported by a wide range of strategies and intervention including the teaching of phonics. Information provided by the school shows that these pupils make significant gains in their reading and writing skills. Leaders and teachers work effectively to promote a love of reading throughout the school. As a result, pupils of all ages regularly use the library and read widely and often.
- The work in pupils' books shows that the school's policy on written and verbal feedback is not used consistently by all teachers. As a result, teachers' feedback does not lead to pupils improving their work. However, where the policy is used appropriately, teachers' comments enable pupils to improve their work and to do well.
- The school provides effective teaching and support for Gypsy, Roma and Traveller children and for pupils who have English as an additional language. As a result, these groups of pupils are doing well academically and socially.

## Personal development, behaviour and welfare

requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's planning for pupils' personal development is appropriate and effective. As a result, pupils grow in self-awareness and self-confidence over time in the school. Almost all pupils' social skills are well developed and they are polite, courteous, friendly and thoughtful.
- Pupils who spoke with inspectors showed that they understood the different types of bullying and the damaging effect bullying has on the lives of others. Pupils told inspectors that bullying is rare and that incidents are quickly and effectively dealt with by staff. Almost all parents who completed Ofsted's online questionnaire agree.
- Pupils told inspectors that they are well cared for and supported when they have problems. All staff are committed to ensuring that pupils are safe and taught how to keep safe. The school has effective links with outside agencies to support pupils and their families. As a result, to a large extent, issues that may inhibit a pupil's progress are quickly identified and resolved.
- Pupils learn about different religions and cultures in religious education and personal, social, health and economic education lessons. They understand differences in others' beliefs, cultures and lifestyles. Pupils demonstrate tolerance and respect of others. They appreciate the opportunities to visit different places of worship. The school provides interesting and exciting opportunities for pupils to develop their social and emotional skills. For example, the school is using the travelling Anne Frank exhibition to explain the values of democracy and empathy, and to challenge prejudice and hatred based on religion, faith or culture. A number of pupils are also receiving special training to work as guides to take invited schools and visitors around the exhibition. This helps pupils to prepare effectively for life in modern Britain and to understand, appreciate and demonstrate fundamental British values. Pupils understand that parts of Britain are very different from Herefordshire. The school ensures that pupils have the skills necessary to live and work away from the county should they choose to do so.
- Pupils learn about the particular dangers of individuals who use social media or other means to sexually groom young and vulnerable people (i.e. child sexual exploitation). They also learn about drug and alcohol misuse. Pupils learn how to keep themselves safe online and when using other electronic media. Pupils' wider understanding of the risks they may face helps them keep safe. However, the school's work to teach pupils about the risks of radicalisation and extremism is in its infancy. As a consequence, a very small minority of pupils are unaware of how different political and religious groups might try to entice them to be unlawful or antisocial.
- Pupils learn how to lead healthy lives in terms of diet, exercise and relationships with others. All pupils across the school have at least two hours of physical education a week. Pupils who choose to pursue a physical education examination course in Years 10 and 11 have more than this.
- Pupils across the school have independent careers information advice and guidance including the opportunity to participate in work experience. The school uses external agencies, colleges and employers to support pupils in developing workplace, study and employability skills. Information provided by the school shows that of those who leave at the end of Key Stage 4, the number of pupils not in education, employment or training is falling and is in line with national figures.

## Behaviour

- The behaviour of pupils requires improvement.
- Pupils' conduct around the school and at break and lunchtimes is appropriate and leads to a calm and purposeful atmosphere. The site is clean, litter free and the majority of pupils wear their uniform with pride. However, in lessons, some pupils lose interest in their learning at times when they are not closely monitored by teachers or support staff. On these occasions, pupils do not demonstrate the positive attitudes to their learning which help them to do well.
- When learning is not challenging or engaging, pupils' interest wanes and incidents of low-level disruption occur.
- In the majority of lessons, the positive relationships among pupils and between pupils and teachers ensure that pupils apply themselves and work to the best of their ability. However, this positive approach to learning does not always guarantee that pupils take pride in their work or homework. Presentation in some books is not good enough.
- Pupils who spoke with inspectors said that behaviour around the school has improved and they feel it is now good. Surveys of parents' views indicate that the vast majority of parents have positive views about pupils' behaviour. However, a few parents and staff who responded to Ofsted's questionnaires do not agree.
- Leaders have put in place effective systems to ensure that pupils attend regularly. As a result, the levels of absence and persistent absence (missing more than 15% of lessons) are reducing and are in line with national figures. However, the attendance of pupils who are disadvantaged, while improving, is much lower than that of other pupils in the school and nationally.

## Outcomes for pupils

### require improvement

- Pupils enter the school with standards of attainment that are considerably below the national average. In the last academic year, 41 pupils were admitted at times other than the start of Year 7. Pupils who start and complete their secondary education at Aylestone generally do better than those who join part-way through.
- The outcomes for pupils require improvement because the progress and attainment of groups of pupils are variable. For example, the results in external examinations in 2015 indicate that girls, middle-ability pupils and pupils who are disabled or have special educational needs made significantly better progress than similar pupils nationally; all most-able pupils achieved five or more good GCSEs including English and mathematics, and the proportion of middle-ability pupils achieving five good GCSEs including English and mathematics was higher than the national figure. In addition, Gypsy, Roma and Traveller pupils and those with English as an additional language do well throughout the school both academically and socially. On the other hand, disadvantaged pupils' progress was significantly below that of similar pupils and other pupils nationally, and low-ability pupils' progress in modern foreign languages was well below that of similar pupils nationally.
- The proportion of pupils who secure five good GCSEs including English and mathematics has been consistently below national figures. However, the school's predictions for 2016 show that this figure is set to improve. Current performance indicates that these improvements in attainment are generally secure in other year groups. Over time, the strengthening quality of teaching is having a positive impact on pupils' progress.
- Pupils' progress in reading is accelerating as a result of the school's interventions and support, including much-needed phonics teaching and the use of a reading scheme relevant to their age that catches most pupils' interest. The work in pupils' books shows that the improvements in reading are also helping pupils to improve their writing skills.
- The progress made by pupils in English has increased and is now broadly in line with the national average. In contrast, the progress made by pupils in mathematics is below the national average. Not enough pupils make expected progress in mathematics and few exceed expectations.
- Information provided by the school shows that disadvantaged pupils currently in the school are making better progress and are closing the gap on other pupils in the school and nationally.
- The work in pupils' books, in addition to the information about pupils' progress, shows that the rates of progress are increasing for the large majority of pupils currently at the school. However, there is still a small minority of pupils who are not doing well, particularly in mathematics.

- Pupils are well informed about the next stage of their education, training or employment. Information provided by the school shows that very few pupils fail to secure employment, or a place at a college or sixth form or on a training programme. This is due to the school's effective links with employers, further education providers and a programme of appropriate impartial careers information, advice and guidance.

## School details

<b>Unique reference number</b>	116936
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10005652

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	403
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Wilcocks
<b>Acting executive headteacher</b>	Simon Robertson
<b>Telephone number</b>	01432 357371
<b>Website</b>	<a href="http://www.aylestone.org.uk">www.aylestone.org.uk</a>
<b>Email address</b>	<a href="mailto:admin@aylestone.hereford.sch.uk">admin@aylestone.hereford.sch.uk</a>
<b>Date of previous inspection</b>	12–13 October 2011

## Information about this school

- Aylestone Business and Enterprise College is a smaller than average-sized secondary school. It admits pupils aged 11 to 16.
- The school is federated with Broadlands and Withington primary schools. There is one federated governing body with responsibility for the three schools. The acting executive headteacher has been in post since September 2015.
- Most pupils are White British. The proportions of pupils from minority ethnic groups and who speak English as an additional language are well below average. In the last academic year, 41 pupils were admitted at times other than the start of Year 7.
- The proportion of disadvantaged pupils is below average. These pupils are supported by the pupil premium, which is additional funding provided for pupils who are known to be eligible for free school meals, children of service families and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs or an education, health and care plan is below average.
- The school does not use alternative provision.
- The school meets the current floor standards (minimum standards set by the government for standards of attainment and progress in English and mathematics).

## Information about this inspection

- This inspection began as a section 8 short inspection. The lead inspector deemed the short inspection a full section 5 inspection at the end of the first day.
- The inspectors observed pupils' learning in 31 lessons across all year groups. A number of these observations were done with members of the leadership team. The work in pupils' books was evaluated during observations.
- Meetings and discussions were held with the headteacher, other school leaders, teachers, support staff, pupils and members of the governing body including the Chair of the Governing Body. A telephone conversation was held with a representative from the local authority.
- The views of the 27 parents and carers who responded to Ofsted's online questionnaire (Parent View) were considered. Questionnaire responses from 38 members of staff were also analysed.
- The inspection team scrutinised a wide range of documentation, including the school's information on pupils' current progress, school improvement plans, work in pupils' books, safeguarding and child protection documents including the checks made on staff.
- Inspectors observed the behaviour of pupils as they arrived at school, during break and lunchtimes, as they left the school premises at the end of the day, as well as in lessons.

## Inspection team

Peter Humphries, lead inspector	Her Majesty's Inspector
Gwendoline Onyon	Ofsted Inspector
Huw Bishop	Ofsted Inspector
David Hughes	Ofsted Inspector

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