



# Buttershaw Business and Enterprise College

Inspection Report

Better  
education  
and care

**Unique Reference Number** 107350  
**Local Authority** Bradford  
**Inspection number** 287809  
**Inspection dates** 22–23 November 2006  
**Reporting inspector** James Kilner HMI

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

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|---|--------------------|-------------------------|------------------------|
| <b>Type of school</b>                     | Comprehensive      | <b>School address</b>   | Reevy Road West        |
| <b>School category</b>                    | Community          |                         | Buttershaw, Bradford   |
| <b>Age range of pupils</b>                | 11–18              |                         | West Yorkshire BD6 3PX |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01274 676285           |
| <b>Number on roll (school)</b>            | 1495               | <b>Fax number</b>       | 01274 679228           |
| <b>Number on roll (6th form)</b>          | 175                |                         |                        |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | Mr Jim Brown           |
|   |                    | <b>Headteacher</b>      | Mr John Midgley        |
| <b>Date of previous school inspection</b> | 18 October 2004    |                         |                        |

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|                  |                         |                          |
|------------------|-------------------------|--------------------------|
| <b>Age group</b> | <b>Inspection dates</b> | <b>Inspection number</b> |
| 11–18            | 22–23 November 2006     | 287809                   |

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Buttershaw Business and Enterprise College achieved specialist status in September 2006. It is a larger than average school situated to the south west of Bradford, an area which has high levels of social and economic deprivation. The college has strong local, national and international business enterprise links and relocates to newly built premises in 2008.

The attainment of students on entry is below the national average. The number of students from minority ethnic communities is low, there are higher than average numbers of students with learning difficulties and/or disabilities. The number of students known to be eligible for free school meals is twice the national average. The college has received the award of Investors in People and Sportsmark.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## **Overall effectiveness of the school**

### **Grade: 3**

Buttershaw Business and Enterprise College has some significant strengths and provides a satisfactory standard of education. It recently acquired specialist status and provides enhanced opportunities for students which are leading to rapid improvements in all areas of the college.

Under the astute guidance of the headteacher the college has emerged from a period of underperformance so that now students' progress is satisfactory and improving. Standards are satisfactory. Its strengths lie in the strong management structures which ensure that all areas and departments have a thorough knowledge of their strengths and weaknesses. Recent changes to the management of the curriculum allow middle managers to monitor its delivery and to intervene if required. Most notably the senior management team, monitor the quality of teaching and provide very well attended 'master classes' where exemplars of good practice are shared amongst the staff. Governors encourage, support and challenge the work of the college. They are active in the strategic planning for the proposed new college premises.

Inclusion at the college is outstanding and achieved through dedication of staff, pastoral guidance and high levels of care. This ensures that the personal development and well being of the students are good.

The quality of teaching is satisfactory overall with some good and outstanding features. Teachers do not always provide work which meets the needs of the wide ability ranges in classes. Student performance is regularly monitored and appropriate intervention programmes are provided. However, students are not always clear as to how they can further improve their work. The curriculum supports relevant and rich learning opportunities which meet the needs of students and their community.

Effective steps have been taken to address the issues for action since the last inspection and the college has a good capacity to improve further.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The College meets the needs, aspirations and ambitions of its sixth form students well, because its good curriculum offers a wide range of academic and vocational courses. Students enter the sixth form with standards that are well below average. They leave with standards which, though slightly below average, are rising much faster than the national average and students make good progress. Consistently good teaching helps students to learn well and encourages them to develop their independent learning skills. Almost all students who start courses complete them. The large majority of sixth form students go on to further or higher education. Good leaders and managers track the progress of individual students relentlessly. Students say that they are enjoying their learning opportunities and that they value the support, trust and responsibility which they receive from teachers. The sixth form gives good value for money.

## **What the school should do to improve further**

In order to further raise standards the school should ensure that:

- teachers plan activities that meet the need of all students
- all students understand what they have to do next to improve.

## **Achievement and standards**

**Grade: 3**

**Grade for sixth form: 2**

The majority of students enter the college with standards that are below average. By the end of Year 9 overall standards remain below average. However, results in the end of Key Stage 3 tests have improved significantly over the past three years. The college focus on improving learning in English has resulted in good levels of achievement in 2006. Standards in mathematics are also consistently improving. Science results dipped slightly in 2006, but over time students have made satisfactory progress in this subject. Identified issues of course provision have been resolved and students are now starting to make better progress. Overall progress in Key Stage 3 is satisfactory and improving.

GCSE results have improved substantially since 2004, particularly the numbers of students gaining five or more GCSE A\* to C grades which, at 36%, exceeded predicted targets. Standards are slightly below the national average at the end of Year 11, but the college is enabling students to gain success in a widening range of vocational and other options. This breadth of provision enables lower attaining students to feel a sense of achievement and continue their education further. Overall, students make satisfactory progress from Years 7 to 11.

The college's assessment data concisely tracks students' standards and progress across the years. This shows that progress is continuing to improve and accelerate as students move through the college. Students are set challenging targets for the future and increasingly these are being achieved. Those with learning difficulties and/or disabilities are provided with good support and, as a result, achieve as well as other students.

## **Personal development and well-being**

**Grade: 2**

**Grade for sixth form: 2**

Personal development and well-being is good. Attendance is satisfactory because rigorous monitoring systems follow up incidences of unauthorised absence. Implementation of the behaviour for learning policy and tailoring the curriculum to meet the needs of all learners has had a positive effect on improving students' attitudes. The behaviour for learning initiative focuses on positive values such as respect for others, honesty, empathy and self esteem. The overall standard of behaviour is satisfactory. Behaviour in classes is at least satisfactory; although there are some incidents of disruption by a minority in and between classes these are managed well by the college. Most students feel safe and say that the few incidents of bullying and

racism are dealt with effectively. Students enjoy college and are appreciative of the variety of options available to them.

Students' spiritual, moral, social and cultural development is good. It is well supported through assemblies, thought for the week, religious education and personal social health and citizenship education provision. Specialist school status is providing the opportunity to network with local schools with a greater diversity of cultural backgrounds. Students adopt healthy lifestyles and enjoy the many and varied extra-curricular activities on offer. Students develop an understanding of the world of work through a wide variety of enterprise and fund raising activities. They develop accurate cultural perception from the many visits abroad.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 2**

The quality of teaching and learning is satisfactory. During the last two years the college has put a great deal of emphasis on bringing about improvement in this area. Good systems of monitoring and supporting staff have created a new culture among teachers who now embrace new ideas with enthusiasm and welcome the sharing of good practice.

Teachers' subject knowledge is good. Lessons are well organised and students have a clear understanding of what is expected of them. There are pockets of outstanding practice where teachers engage, inspire and challenge learners, but consistently good practice has not yet been established across the college. In particular, although there are some signs of improvement, there are too many students who remain passive learners and activities in lessons are not always matched carefully to the needs of all students. Students with learning difficulties and/or disabilities are supported well and they make progress in line with their peers.

The college has gathered copious amounts of data on the progress of students, but it is not used effectively in lessons. Students are not sufficiently aware of how to improve their work.

### **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 2**

The curriculum is good. The college leaders have introduced a range of imaginative measures to try to ensure that the needs of all students are met. Flexible extension, entitlement and enrichment groupings help students to settle into a college environment. They are able to follow courses that are best suited to their interests and aspirations. Progression is carefully built into the whole college curriculum.

Pathways that incorporate academic and vocational courses for students lead from Year 9 through to the sixth form.

The college's specialist status is well reflected in the curriculum through, for example, the successful promotion of enterprise skills.

The work-related dimension of the curriculum is strong in Years 10 and 11 and all students spend one day per week studying a vocational subject. There are good relationships with partner institutions and a variety of external agencies. They enable the college to provide an extended range of accredited work-related courses that prepare students well for future training or employment.

A rich and varied programme of extra-curricular activities, which includes sports, music, drama and theatre visits as well as revision and booster classes, contributes greatly to students' achievement, enjoyment and personal development.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

The quality of care, guidance and support is good. Procedures to ensure health and safety and child protection are in place and understood by all staff. A well planned programme of induction activities ensure that the students settle well in Year 7. There is close liaison with the primary schools by the transition tutor and activities take place in the summer term and the holidays with extra support for targeted students before and after transfer.

Year 9 students are given advice in subject choices and according to sixth form students, guidance in making post 16 decisions is "fantastic". The college has now put in place systems to track students and set challenging targets. The college works closely with a variety of external agencies, educational establishments and providers.

The inclusion aspect of the college is excellent. Students with specific needs are well supported by a dedicated team of specialist staff working in a variety of settings providing enrichment support in Years 7 and 8 and behaviour support across the college. Learners at risk are identified early and support and intervention strategies for vulnerable students are extensive. Express groups provide motivation for good behaviour and extension activities challenge the more able. Students and parents are very appreciative of the support they receive from staff.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

Leadership and management of the college are good. The resolute determination of the headteacher calmly guides a very effective management team. All are clear about the role they have to play in raising standards. Equal opportunities are promoted well

and monitored rigorously ensuring that all in the community are included in the life of the college.

Monitoring of the work of the college is very effective with appropriate action taken where necessary. These management structures represent significant improvement since the last inspection. All monitoring feeds in to effective action planning linking the Business and Enterprise Status with planning for the new college. As a result there is a coherent plan for the future in which all know the part they have to play in order for the college to succeed.

Governance of the college is good and governors have a good understanding of areas being monitored such as standards, teaching and learning. They are fully involved in the strategic planning for the new college premises.

The achievement of Business Enterprise college status has enhanced the opportunities for all, particularly in the resources for work based learning and the relevant curriculum for the needs of the community. The venture is well managed and monitored closely with appropriate priorities and developments identified providing good value for money.

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |     |
|--|-----|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   | 2   |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | 2   |
| The effectiveness of the school's self-evaluation  | 2   | 2   |
| The capacity to make any necessary improvements  | 2   | 2   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | Yes |

### Achievement and standards

|  |   |   |
|--|---|---|
| <b>How well do learners achieve?</b>   | 3 | 2 |
| The standards <sup>1</sup> reached by learners   | 3 | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 3 |   |

### Personal development and well-being

|   |   |   |
|---|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |   |
| The behaviour of learners   | 3 |   |
| The attendance of learners  | 3 |   |
| How well learners enjoy their education   | 2 |   |
| The extent to which learners adopt safe practices   | 2 |   |
| The extent to which learners adopt healthy lifestyles   | 2 |   |
| The extent to which learners make a positive contribution to the community                                    | 2 |   |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |   |

### The quality of provision

|   |   |   |
|---|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 | 2 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | 2 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

### Leadership and management

|  |     |     |
|--|-----|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |     |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 2   |     |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |     |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |     |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |     |
| Do procedures for safeguarding learners meet current government requirements?  | Yes | Yes |
| Does this school require special measures?   | No  |     |
| Does this school require a notice to improve?  | No  |     |

## **Text from letter to pupils explaining the findings of the inspection**

First of all a big thank you for the welcome you gave to the inspection team when we visited your college. We were impressed with the way in which you spoke highly about your college.

We found many good things about your college, here are some of them.

- Your Business and Enterprise status gives so many new and exciting opportunities for you to enjoy as you prepare for your future.
- Your college is well led and managed by the headteacher, his senior management team and the governors.
- You are guided successfully to the range of choices available at key points in your lives and we think that the way you are all included in the life of the college is outstanding.

What we have asked your college to do now.

- We have asked the college leaders to make sure that you all know what you have to do to achieve well in your lessons. For your part, you will need to remember what your targets are and the advice you are given about reaching them. With this in mind we have asked your teachers to match your lessons more closely to what you need to do to succeed.

You might want to think about ways you can help in achieving this by making sure everyone acts sensibly both in and out of lessons.

Many of you will benefit from the new college when it opens and we wish all of you every success for the future at Buttershaw Business and Enterprise College.