

Buttershaw Business and Enterprise College

Inspection report

Unique Reference Number	107350
Local Authority	Bradford
Inspection number	336876
Inspection dates	12–13 October 2009
Reporting inspector	Alison Thomson

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	1580
Of which, number on roll in the sixth form	251
Appropriate authority	The governing body
Chair	Mrs Pam Burston
Headteacher	Mr Richard Hughes
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by six additional inspectors. The inspectors visited 36 lessons and held meetings with governors, staff and groups of students. They observed the school's work and analysed 170 questionnaire responses from parents and carers, 134 questionnaire responses from students and 56 questionnaire responses from staff. The team also looked at the data the school had collected about students' progress, and at the school's records of their monitoring of the quality of teaching.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress of different groups in 2009, and in particular girls and Pakistani students
- how teachers use assessment to help students improve their work, particularly to what extent students are involved in checking the effectiveness of their own learning
- the effectiveness of the school's monitoring and evaluation, particularly of areas that are less strong, such as attainment in English and mathematics.

Information about the school

Buttershaw College is a large secondary school. The proportion of students eligible for free school meals is much higher than average. The proportion of students from minority ethnic groups is average as is the proportion of students who speak English as an additional language. The proportion of students with special educational needs and/or disabilities is much higher than average. This includes a group of students who have behavioural, emotional and social learning needs. An average proportion of students have a statement of special needs. The school is a specialist business and enterprise college. The school opened in a new building with a new headteacher in September 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Buttershaw College is providing a satisfactory and rapidly improving standard of education. As soon as you walk into the new spacious atrium, you are struck by the polite, purposeful students, proud to wear the uniform they designed themselves.

Following a period when standards declined, there have been many significant improvements in the last year, resulting in gains both in students' achievement and in their personal development. Standards are rising quickly although they are still well below average. Students are very proud of their new school and typically say, 'The school is good for learning and enjoying yourself,' and, 'The school is getting better and better.'

Central to this success is the strong leadership of the headteacher. Together with his leadership team, he has been instrumental in bringing about significant improvements in the progress of underachieving groups, students' behaviour and the standard of teaching. Attendance has improved and there has been a reduction in the number of students who are persistently absent. However, the attendance of Year 11 students remains low. Achievement in the sixth form is good and the school was recognised as having the most improved sixth form nationally last year.

Relationships in lessons are very positive and most students are eager to answer questions and to participate, although they sometimes lack confidence to work independently. Teaching is satisfactory. Although lessons have learning outcomes, the success criteria are not always sufficiently clear to enable learning to be checked well enough. As a result, students do not progress as quickly as they might do. At times expectations are too low and work is not appropriately challenging. The school tracks the progress of students rigorously and regularly. This ensures the early identification of any underachievement.

This is a school that has a rising reputation in the local community. Parents' and carers' views confirm this and the school is oversubscribed. The fact that it has improved so much in such a relatively short time, helped by rigorous and accurate self-evaluation, indicates that it has a good capacity to improve even further.

What does the school need to do to improve further?

- Further raise attainment and accelerate progress through ensuring that all teaching is good or better by:
- – making sure the focus of learning is in clear measurable 'chunks' so that the learning of individual students can be checked easily

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- developing students' confidence in learning so that they can work more independently and improve their own work
- having an ethos of high expectations and giving work that always offers an appropriate degree of challenge for each student.
- Raise attendance to be in line with or exceed that found nationally by extending and building on existing strategies to further reduce absence in Year 11.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The decline in examination results in 2008 has been reversed in 2009. Attainment, although still well below average, has risen sharply. Previous underperformance of various groups, including girls, White British and Pakistani students and those entitled to free school meals, has risen so that gaps between groups of students are narrowing. From low starting points when they enter school, students are making satisfactory progress. Students who have special educational needs and/or disabilities make at least satisfactory progress because of good, focused support. Through initiatives such as reading and writing intervention, small groups and individual students who fall behind are helped to make up lost ground. Inspection evidence from observations of lessons confirms that standards are rising and the performance of students is improving. For example, in a Year 8 technology lesson, students consolidated their learning and made good progress because of interesting practical activities and clear steps to success, which they were encouraged to reach.

Relationships in lessons are very positive and most students are eager to learn. Their behaviour in and around the school is satisfactory. Students feel very safe in school and have a good understanding of what it means to lead a healthy lifestyle. Their spiritual, moral, social and cultural development is good and their contribution to both the school and the wider community is strong. Students enjoy the many opportunities to take part in sporting activities and clubs. They actively promote sport in local primary schools through their work as sports leaders. Students are prepared adequately for their future economic well-being by having particularly good information and communication technology (ICT) skills and a keen sense of cooperation and consideration for others when working together. The school's specialist business and enterprise status impacts well on students' achievement and personal well-being.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are usually well planned and organised. In most lessons, tasks are engaging and hold students' interest, but at times there is a lack of challenge and low expectation. Teaching assistants provide good support that enables students with special educational needs and/or disabilities to have full access to lessons and activities. Teachers usually discuss with students what it is students should be learning, but sometimes this is not clear or detailed enough, meaning it is difficult to assess how well individual learning has taken place. There are examples of good and effective marking where students' progress has benefited and their work improved. This good practice, however, is not entirely consistent across the school.

The curriculum is constantly being amended and improved in order to offer all students a suitable range of academic and vocational courses. These changes have resulted in students showing more enthusiasm for learning and attending more regularly. There are many, good opportunities for students' progress to be accelerated. In mathematics and English, for example, there is early GCSE entry, with the possibility of successful students making further option choices. In Years 7 and 8 there is a particularly strong enrichment element where students access additional literacy and numeracy opportunities. There are also skills-based opportunities, 'personal, enterprise, learning and thinking skills', which are beginning to give younger students increased confidence and independence. The school is building up a strong international awareness, including links with China that have resulted in Mandarin being taught in school.

The provision for care, guidance and support is good. The school is aware of the need to promote the all-round well-being of students, including having students eating healthily

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and engaging in regular exercise. It does this well through its Sports Academy. Risk assessments and other health and safety documentation are in place and are regularly reviewed by governors. The specialist provision for vulnerable students is good and the help that they receive enables them to access their learning and make sound progress. The recent introduction of a parental involvement worker to help parents and carers, and students, develop learning skills is already beginning to have a positive impact. As a result of this work, the attendance of most groups of students has improved. The Behaviour Support room has helped to reduce exclusions.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has an excellent vision of where the school needs to go and how it will get there. He has built a very strong leadership team with high expectations, where roles and responsibilities are clearly understood and expertly woven together. As a result, the school has made great strides towards its goals. For example, challenging targets are used effectively to raise standards. Monitoring and evaluation is meticulous at all levels. For example, analysis showed that all but one year group made significantly better progress in 2008–09 than it did in 2007–08. Gaps in performance of different groups of students are rapidly closing, indicating that equality of opportunity is satisfactory. Monitoring of teaching and learning is equally incisive. There is evidence of support for teachers having raised the quality of teaching, but there is also a recognition that all lessons need to be good or better to raise standards further and accelerate progress.

Safeguarding is good, with extensive, clear policies and secure risk assessment systems. Parents and carers agree that the school takes account of their views well, for example in the design of the school building and in the type of meals served. There is a wide range of very effective involvement in partnerships, including involvement with the South Bradford Vocational Centre, and this has enhanced curricular provision, allowing a wider range of students to gain accreditation and contributing to the school's rising attainment. Community cohesion is good, with clear action plans in place to evaluate the impact of initiatives, particularly the increasing links at national and international levels. All students take part in a local community project. Governors know the school well and have been instrumental in shaping the direction of the school to drive improvements.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

This is a good and rapidly improving sixth form where good provision and good leadership and management lead to students having good academic achievement. It is an inclusive sixth form where about 50% of students from Year 11 stay on to study a wide variety of courses. From standards that are below average, students progress well and leave with standards that are in line with those found nationally. There are no significant differences between groups, although, due to the lower starting points, fewer grades are awarded at the highest level. Students have no concerns about safety or behaviour. The sixth form area is a calm, safe and orderly environment. Students take responsibility and develop skills in making good contributions to school and the wider community, although they do not participate much in sustainable development.

Teaching is good and there are different styles, varying from tutorials to whole-class teaching. Students prefer it when they have the opportunity to work independently. There is very close and effective tracking and monitoring of progress and targets are upgraded if met too easily. Assessment is regular and accurate. Students say that they are well informed about how well they are doing and what they need to do to improve. The curriculum is developed well to meet students' needs with its range of academic, applied, vocational and practical courses. There is an outstanding range of enrichment activities to raise ambitions and broaden horizons and this contributes hugely to students' enjoyment of school.

Leaders show a very strong sense of ambition, purpose and direction. As in the main school, very effective monitoring underpins many of the improvements in the sixth form. The quality of safeguarding and health and safety procedures matches those of the main school. This is a well-resourced sixth form where staff are well deployed. It

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provides good value for money. There is no complacency despite the national accolade of having improved so much.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

Most parents and carers are very positive about all aspects of the school. They are particularly happy with the management of the school and feel that the school keeps their children safe. A few parents and carers felt that the school does not deal effectively with unacceptable behaviour. Inspectors disagreed with this but thought that the school could communicate better what it does in this respect.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Buttershaw Business and Enterprise College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 170 completed questionnaires by the end of the on-site inspection. In total, there are 1580 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	32	98	58	9	5	8	5
The school keeps my child safe	55	32	99	58	13	8	3	2
The school informs me about my child's progress	59	35	92	54	15	9	5	3
My child is making enough progress at this school	57	34	97	58	7	4	5	3
The teaching is good at this school	50	30	109	64	6	4	4	2
The school helps me to support my child's learning	39	24	102	62	18	11	6	4
The school helps my child to have a healthy lifestyle	40	25	104	64	13	8	5	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	51	32	96	60	6	4	6	4
The school meets my child's particular needs	49	30	102	62	7	4	6	4
The school deals effectively with unacceptable behaviour	57	34	85	51	19	11	7	4
The school takes account of my suggestions and concerns	40	25	92	59	19	12	6	4
The school is led and managed effectively	51	31	99	59	12	7	5	3
Overall, I am happy with my child's experience at this school	75	45	76	46	8	5	8	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 October 2009

Dear Students

Inspection of Buttershaw Business and Enterprise College, Bradford, BD6 3PX

After our visit to Buttershaw, we would like to share our findings with you and thank you for your friendly welcome and for taking time to talk to us.

Buttershaw is a satisfactory and rapidly improving school and your sixth form is good. We can see that you are very proud of your new school building and of your new uniform. It is indeed a very pleasant and stimulating environment to be part of. You all make the progress expected in lessons and in your examinations. You tell us that you feel very safe and that there is always someone to turn to when you need help. We are very pleased that you enjoy school so much and make the most of the wide opportunities available to you through the good curriculum and roles such as house captains and sports leaders.

Your headteacher and other leaders in the school have a very clear idea of how well the school is doing and what needs to happen to make the school even more successful. Already there have been many improvements, such as in your academic success and in many aspects of your personal development. You appreciate what your school is trying to do for you. We are convinced that you will continue to support your teachers' efforts and go from strength to strength in raising standards and in making even faster progress than you do now.

To help you with this, we have asked your teachers to make sure that learning in all lessons is good or better by:

- giving you the confidence and skills to enable you to work more independently
- providing you with work that is appropriate, yet challenging
- sharing with you clear ways of measuring how well you are learning.

The attendance for most of you has also improved. However, some of you in Year 11 can help the school by attending on a more regular basis. We have also asked the school to find even more innovative ways of reducing absence.

We wish you and your school a very successful future.

Yours faithfully

Dr Alison Thomson

Lead Inspector

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