

CfBT Inspection Services T 0300 1231231
Suite 22 enquiries@ofsted.gov.uk
West Lancs Investment Centre www.ofsted.gov.uk
Maple View
Skelmersdale
WN8 9TG

Direct T 01695 566 852
Direct F 01695 729320
chuxley@cfbt.com
www.cfbt-inspections.com



14 September 2011

Mr R Wakefield
Headteacher
Shuttleworth College
Burnley Rd
Padiham
Burnley
Lancashire
BB12 8ST

Dear Mr Wakefield,

Ofsted monitoring of Grade 3 schools: monitoring inspection of Shuttleworth College

Thank you for the help which you and your staff gave when I inspected your school with Mary Lanovy-Taylor, additional inspector, on 13 September 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the staff, students, Chair of Governors and representative from the local authority, who provided a valuable insight into the life of the school.

The number of students on roll at the school has risen from 924 at the time of the previous inspection to 980. An experienced new headteacher took up post on 1 September 2011, following the retirement of the previous postholder.

As a result of the inspection on 16 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

According to unvalidated data, the proportion of students achieving five good grades at GCSE or equivalent, including English and mathematics, rose to 40% in 2011. This figure is significantly below the latest national figures but represents strong improvement for the school, taking it above the government's floor standard for the first time in its history. The proportion of students achieving five good GCSE grades has almost doubled to 52% since the previous inspection. The proportion of students attaining A* and A grades has risen in English, mathematics and science. More students made expected progress in 2011 than in previous years, particularly in mathematics where highly focused, personalised teaching has accelerated their learning. However, many students still do not make sufficient progress given their starting points. The school recognises the imperative of securing better progress and is working hard with students and their parents and carers to raise expectations.

September 2011



INVESTOR IN PEOPLE

Attendance has improved since the previous inspection and the number of students who are persistently absent has fallen significantly due to the school's effective partnerships with families and support agencies.

Staffing has been stabilised. There is a full complement of permanent subject specialists to teach the curriculum and the behaviour management difficulties arising from classes being taught by unfamiliar temporary staff have been resolved.

Observations of learning in lessons confirm that most students enjoy their learning, respect their teachers and want to do well. They are keen to participate in discussions and co-operate sensibly in groups. The standard of their written work is sometimes less secure, with too much that is incomplete, inaccurate or poorly presented. Teachers work hard to plan lessons that are engaging and relevant. Students appreciate variety in their lessons and respond particularly well when presented with active, practical activities. Teachers now have reliable data relating to students' prior attainment but do not always make consistent use of this by providing work that is specifically tailored to their individual needs. There is good practice with regard to adjusting work at an individual student level in mathematics. Teachers generally mark students' work regularly, praise their achievements and build their self-esteem. However, the extent to which students are consistently informed about what they need to do to improve their work is still a weakness and mistakes in basic literacy sometimes persist unchecked.

Supported by a candid, knowledgeable and astute governing body, the new headteacher has already established positive relationships with the school community. He is deeply committed to developing Shuttleworth College as a school where everyone can enjoy and achieve success. Senior leaders and subject leaders are enthusiastic about their work and there is increasing rigour and consistency in the school's management systems. Further refinements to the analysis of teaching and learning are planned.

Parents and carers are increasingly supportive of the school's work, as demonstrated by rising rates of attendance at open evenings and a positive response to the e-learning platform. They value the school's strengths in the co-ordination of pastoral and academic support for students whose circumstances make them vulnerable. This aspect of the school's work continues to earn local and national recognition. There is high morale among staff and students, enhanced by the school's recent success in winning the prestigious national Speaker's College Council award for a student presentation relating to health and body image. The school's positive, outward-facing approach, improved stability, clarity and rigour mean that it is well-placed to secure further improvement.

The local authority has continued to provide good support to the school. The school improvement adviser has been particularly effective in helping leaders and governors to evaluate teaching, learning and achievement. Several local authority consultants have supported teachers in developing their skills in a variety of subject areas.

I hope that you have found the inspection helpful in promoting improvement in your school.
This letter will be posted on the Ofsted website.

Yours sincerely

Mrs Shirley Gornall
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place Wednesday 16 June 2010

- Raise attainment and achievement overall and particularly in English, mathematics and science by:
 - continuing to improve the stability of the staffing to ensure continuity of teaching and learning
 - ensuring data on students' progress are used consistently well by teachers to match the work in lessons to the needs and abilities of all students, and provide challenge
 - finding ways to engage more parents and carers in supporting their children's learning.