

Broughton Business and Enterprise College

Inspection report

Unique Reference Number	119759
Local authority	Lancashire
Inspection number	379884
Inspection dates	22–23 February 2012
Lead inspector	Shirley Gornall HMI

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	892
Appropriate authority	The governing body
Chair	Judith Fawbert
Headteacher	Chris Morris
Date of previous school inspection	15 March 2007
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Introduction

Inspection team

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Her Majesty's Inspector
Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 39 lessons taught by 39 teachers. Nine of these were joint observations with members of the school's senior team. In addition, inspectors observed two French lessons taught by Year 9 students to pupils visiting from a local primary school. Meetings were held with groups of students, staff, three members of the governing body and a representative from the local authority. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. Telephone discussions were held with three parents and the headteacher of a local primary school. Inspectors observed the school's work and scrutinised a range of documentation including the school improvement plan, school self-evaluation, safeguarding and equality policies and minutes of governing body meetings. They analysed 739 questionnaires completed by parents and carers, 148 received from students and 66 from staff.

Information about the school

Broughton Business and Enterprise College is an average-sized secondary school. The proportion of students known to be eligible for free school meals is about half that found nationally. The proportion of students from ethnic minority backgrounds is higher than average and includes Pakistani, Indian and Caribbean students, many of whom speak English as an additional language but are not at the early stages of learning English. The proportion of disabled students and those who have special educational needs is broadly average. Very few students enter or leave the school at times other than the usual starting points. The school is a High Performing Specialist College with Leading Edge specialism, in addition to its business and enterprise and modern foreign languages designation. The school exceeds floor standards, which set minimum expectations for students' attainment and progress by the end of Key Stage 4.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school in which students make excellent progress from their starting points, attain high academic standards and develop into thoughtful, confident and considerate young people who are well prepared for their future lives.
- Teaching is outstanding. Teachers are knowledgeable, dedicated and creative. They consistently challenge and inspire students to achieve their best and provide focused, effective support in response to individual needs.
- Behaviour in classes and around the site is exemplary. Relationships between staff and students are good-humoured and mutually respectful, enabling the school to operate as a safe and harmonious community.
- The school promotes students' spiritual, moral, social and cultural development highly effectively, including through its exciting extra-curricular opportunities, ecological initiatives and international links.
- The inclusive ethos and caring principles of the school permeate all aspects of its work. The school's excellent pastoral care is greatly appreciated by students. Attendance is high for all groups of students.
- Leaders and managers at all levels are highly effective in sustaining high quality teaching. Quality assurance processes to monitor all aspects of the school's work are rigorously and consistently applied. The views of students, parents and carers are regularly sought and acted upon. Self-evaluation is accurate and insightful; there is no complacency.
- The school is held in high esteem by the vast majority of parents and carers, almost 85% of whom completed the inspection questionnaire. This is a much higher response than usually found.

- Leaders are highly ambitious for the school's future development. Strong and mutually beneficial collaborative partnerships have been established with other schools, colleges and universities. The school has identified that it wishes to develop these partnerships further and the school's commitment to collaborative work is the key to its continued development. The school demonstrates outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Implement plans to further collaborative learning with partner primary and secondary schools, colleges and universities to enhance opportunities for students within this school and its partner institutions.

Main Report

Achievement of pupils

Students enter the school with attainment that is higher than the national average, make outstanding progress in most subjects and attain GCSE results that are well above average. Progress in mathematics is exceptionally strong for the majority of students because the teachers' response to any possible underachievement is very finely-tuned. The percentage of students attaining the highest grades has increased rapidly in most subjects because of teachers' consistently high expectations and assiduous monitoring, and students' eagerness to learn. Progress has been slightly weaker in humanities subjects but has accelerated rapidly following a forensic analysis of areas for improvement and consistently effective work to enhance students' extended writing. Students with disabilities and those with special educational needs make rapid progress and are integrated fully into the life of the school. Students from different ethnic backgrounds perform equally well and the gap in performance between students known to be eligible for free school meals and their peers is narrowing rapidly.

The vast majority of students thoroughly enjoy their learning. They work independently and collaboratively in their lessons, sharing ideas readily with their teachers and peers. They relish opportunities to take responsibility, for instance by teaching French to pupils from local primary schools. Year 9 students leading these sessions demonstrated exemplary subject knowledge and captivated the Year 5 class, who made rapid progress in acquiring French language skills. A commitment to cooperative learning is at the heart of the school's work, enabling students to rise to new challenges, knowing that they will be supported. This was demonstrated powerfully in an outstanding drama lesson in which students worked in teams to manage and perform a dress rehearsal of Cinderella. Their sensitivity in providing feedback to their peers illustrated their maturity and attention to detail. Students have excellent skills in reading, writing, numeracy and information and communication technology (ICT) that they apply confidently in different situations. Most parents and carers agree that their children achieve well. One commented typically that 'my children have flourished in many ways, not just in their academic achievement.' Inspectors endorse this view.

Quality of teaching

'Our teachers know us, trust us, care for us and challenge us,' according to one student whose views were echoed by many. Teachers work extremely hard to ensure that all students achieve their best. Their lessons are carefully planned to ensure that students' individual needs are met. Activities are varied, engaging and lively. Teachers consistently challenge students to extend their understanding, for instance in a science lesson where older students were introduced to formulae that took them beyond GCSE requirements.

Questioning is at a high level, as shown in an outstanding physical education lesson where Year 7 students provided detailed explanations of which muscles they were stretching during their warm-up exercises and why this was important. Teachers are adept at inviting students to build upon and develop each other's responses.

Lessons are demanding, highly interactive and well-paced. In French and German consistent use of the target language throughout lessons supports students' thinking. Opportunities for students to assess their own work and that of their peers are used regularly and appropriately, for instance in an outstanding English lesson where students considered in detail whether examples of writing met the criteria demanded for particular National Curriculum levels prior to applying these criteria in their own writing. Students are given appropriate guidance to enable them to work independently and make informed choices. This was the case in an outstanding art lesson where students worked with a wide range of media and discussed the effects created by particular techniques, modifying their work patiently until they were completely satisfied.

Teachers' assessment of students' learning is continuous and thorough. In mathematics very precise analysis of students' performance is regularly communicated to students and their parents and carers so that any misconceptions can be rapidly addressed. Teachers' marking is of a high standard and is effective in all subjects; students take note of the comments they receive and act upon them in order to improve their work. Many classroom and corridor displays are bright and captivating, including examples of students' work that are used as teaching points during lessons.

The overwhelming majority of parents and carers agree that their children are taught well and several commented on the exceptional efforts made by staff to ensure that their children understood their work fully. Homework is given regularly and completed thoroughly.

The teachers deliver the planned curriculum exceptionally well including aspects which promote students' spiritual, moral, social and cultural development. Humanities subjects and English provide many opportunities for students to discuss ethical issues. Wide-ranging cultural influences are explored in art, music, drama, and in the consideration of different counting systems in mathematics.

Behaviour and safety of pupils

The consistently thoughtful behaviour of most students is a significant strength of the school. Students demonstrate respect for each other and take responsibility for helping to maintain the safety and tidiness of the school environment. Prefects ensure that behaviour on the school buses is calm and sensible. Students are well-motivated and hardworking. Their conscientious and cooperative attitudes and high levels of concentration make a major contribution to their learning. They manage their own behaviour exceptionally well when working in groups. Lessons proceed without disruption and students are insistent that any incidents of poor behaviour on the site are dealt with quickly and effectively; the school's behaviour log confirms that this is the case over time. Students understand how to keep themselves safe from a range of potential dangers. Issues such as cyber-bullying have been addressed very well through the school's effective personal, social and health education programme. Nearly all parents and carers agree that the school manages behaviour very well and keeps their children safe.

Students' attendance is significantly higher than the national average for all groups and virtually no students are persistently absent from school. Students attribute their excellent attendance and punctuality to their enjoyment of school and to the effective pastoral support they receive. They and their parents and carers praise the work of form tutors and pastoral leaders very highly.

Leadership and management

The headteacher's creativity, knowledge and passion for the school are endorsed by the school community. School leaders at all levels ensure the balance of a caring, family ethos and relentlessly challenging expectations. The school's quality assurance processes are thoroughly embedded and consistently implemented. Self-evaluation is rigorous and accurate and clearly informs the school's improvement planning. Outstanding teaching has been secured through an excellent professional development programme whereby best practice has been identified, shared and nurtured. English teachers have shared approaches to developing students' extended writing with teachers in science, and the impact of this activity is apparent in students' work. School leaders share a common ambition for the school to be outstanding in all aspects of its life. They foster innovation and provide opportunities for staff to develop approaches that will engage and enthuse students. One teacher commented, 'there is a real joy in success and we are all encouraged to contribute our ideas.'

The provision and quality of students' spiritual, moral, social and cultural development are outstanding, promoted through assemblies which students often lead and revisited through weekly themes that are displayed and discussed throughout school. Students achieve very well in religious education which, as one student stated, 'doesn't tell us what to believe, but makes us think about our values.' A project to improve the school environment by developing an orchard has enhanced students' ecological awareness. They debate ethical issues sensitively. The school's policies and practices promote equality of opportunity and every care is taken to ensure that no one suffers discrimination in any form.

The curriculum is of high quality and offers students a range of courses that equip them with the skills and qualifications to progress to their next stage in education. An effective learning skills programme has been introduced in Year 7 and its principles are embraced and built upon by staff across the curriculum. Effective use is made of form time, for instance through opportunities for personal reading across the school. A vibrant and well-supported extra-curricular programme includes over 40 activities that offer all students opportunities to develop their musical, sporting, artistic and intellectual interests and talents. The Duke of Edinburgh Award scheme is very popular and allows students to make a difference to the community. German football enables them to combine their linguistic and sporting skills in an imaginative way.

Governors are insightful and discharge their duties very effectively. They work in partnership with staff on priority developments in order to provide support and challenge thinking in a direct way. Safeguarding arrangements meet requirements and are rigorously monitored. Child protection procedures are exemplary. Transition arrangements are strong and highly valued by the school's partner primary schools and local colleges. Practice is shared across phases to build continuity of experience for students. The school makes a strong contribution to initial teacher training, including by demonstrating best practice in modern foreign language teaching. Its outward-facing approach is evidenced in its range of partnerships. The morale of students and staff is high and there is outstanding capacity to improve further.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 February 2012

Dear Students

Inspection of Broughton Business and Enterprise College, Preston, PR3 5JJ

Thank you for the help you gave to the inspection team when we visited your school recently. Particular thanks go to those of you who gave up your time to join discussions with the inspectors and those of you who completed the questionnaire. You will be proud to know that we have judged your school to be outstanding.

You make excellent progress from your starting points and achieve very well. GCSE results at your school are much better than the national average in most subjects. You succeed because of the outstanding teaching you receive from your very hardworking and creative teachers. Your outstanding progress is also due to your conscientious attitudes, high attendance and sensible behaviour. We were very impressed by the mature way in which you cooperate with each other during lessons and the good-humoured relationships you have with the school staff.

You told us how much you enjoy your lessons, and your extra-curricular activities, from German football to drama productions. We agree that the school offers you exciting opportunities that help you to develop your individual talents and interests while having fun.

The school's leadership is outstanding. You explained that the headteacher and other leaders take time to get to know you as individuals and make you feel part of the Broughton 'family.' They have real ambition for your future success and take your views seriously about how to make the school even better. We agree that sharing ideas with other schools, colleges and universities will maintain the momentum for further improvement. We know that you will play your part in celebrating and building on all the strengths that make Broughton Business and Enterprise College so special.

On behalf of the inspectors, very best wishes for your future.

Yours sincerely

Shirley Gornall
Her Majesty's Inspector

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