

# Sutherland Business and Enterprise College

## Inspection report

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<b>Unique Reference Number</b>	123585
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	359471
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Davinder Dosanjh 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>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	482
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Austin
<b>Headteacher</b>	Stephen Wall
<b>Date of previous school inspection</b>	30 September 2009
<b>School address</b>	Gibbons Road Telford TF2 7JR
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 25 teachers and visited 25 lessons. They held meetings with senior leaders, groups of students, representatives of the governing body and staff. They observed the school's work and looked at progress tracking, performance data, students' work, policies and school documents. The inspection team received 17 completed questionnaires from parents or carers and scrutinised questionnaires completed by students and staff.

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

- How well leaders, at all levels, have used more rigorous evaluations to bring about improvements?
- How good is the quality of teaching across the school?
- The current progress made by students, especially in Key Stage 4.
- The effectiveness of strategies to improve behaviour.

## Information about the school

This small school takes its students from a wide range of social backgrounds and the proportion of students known to be entitled to free school meals is higher than average. Most pupils are White British and the percentage of students from minority ethnic groups is below average. The proportion of students with special educational needs and/or disabilities, including those with a statement of special educational needs, is above the national average. In 2008, the college gained specialist status for business and enterprise. It became part of the Cooperative Trust and also achieved Healthy School status in 2009. In 2010, the school gained a number of other awards including Arts Mark (Silver) and a national excellence award for Business in the Community for partnership work.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has successfully addressed the issues raised at the last inspection and is a good and rapidly improving school. Senior leaders consistently communicate high expectations to staff and students and have thus secured a number of key improvements. In 2010, GCSE results were above the national average and the best in the school's history. The school gives opportunities for students to gain recognised qualifications in as many areas as possible. Vocational courses are making a strong contribution to GCSE success. The school is immensely proud of these results.

This is an inclusive school which breaks down barriers to learning so that all students can achieve. Students enjoy school and different group of students say they feel safe. Students comment on how much behaviour has improved and it is now good in lessons and around the school. Strategies to improve attendance have also been effective. Outstanding care, guidance and support enable students to make good progress and students from potentially vulnerable circumstances are served well by the close attention the school gives to their needs. Curriculum provision has been transformed and provides a broad range of opportunities for students, ensuring the needs of a wide range of students are met. A further significant contribution to the school's recent success has been the improvements in teaching, which is now good with an increasing number of outstanding lessons. Teachers use a variety of strategies to engage students in their learning and students know what they are expected to learn. The cooperative learning structures are a strong feature of the better lessons which enable students to take responsibility for their own learning through collaboration with others. However, some staff struggle to implement the school's agreed approach to learning and talk for too long. Students' weak literacy when they join the school is not fully addressed across the curriculum and thus some students struggle with basic writing and oral skills, particularly in the lower years.

The specialist business and enterprise status has contributed significantly to improving aspects of the school's provision. It makes an impressive contribution to raising attainment and achievement. The specialism has a high profile across the school and students have opportunities to work on enterprise projects and take part in thematic curriculum days, for example on 'fair trade'. There are many outstanding partnerships with local schools, cooperative partners and other agencies which have been extremely beneficial to students.

The headteacher provides outstanding leadership and has galvanised the staff into believing that 'achievement for all' is not just a pledge but a reality. He is supported exceptionally well by senior leaders in driving forward improvements. Monitoring and evaluation of aspects of the school's work are thorough and senior managers know where

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the issues are and what to do to address them. The accurate self-evaluation and rapid improvements since the last inspection show the school's good capacity for sustained improvement.

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

- Develop literacy across the curriculum by:
  - providing opportunities for students to apply and develop their literacy skills in other subjects.
- Ensure more teaching is outstanding by:
  - embedding the college's agreed approach to learning across all subjects
  - increasing opportunities for students to work together
  - regularly sharing best practice through coaching, training, team teaching and observation.

## Outcomes for individuals and groups of pupils

**2**

The attainment of students shows an improving trend. Provisional results for 2010 indicate a marked improvement to 97% in the proportion of students gaining five or more GCSE grades A\* to C. The proportion of A\* to C grades including English and mathematics was 60%, which is above the national average. Boys in 2010 performed well and closed the gaps in performance with girls. Students' progress is good. Students with special educational needs and/or disabilities make at least similar progress to their peers. Those from other specific groups, such as minority ethnic backgrounds, also perform at least as well as their peers. Effective changes to the curriculum and intervention to support students with a range of needs led to these dramatic improvements in 2010. In lessons, students show positive attitudes to learning and make good progress. They listen well, collaborate and discuss issues sensibly in groups, pairs or as a whole class. They settle to work promptly and most try hard to achieve their best. In a small number of lessons, a few students lose concentration when expected to listen for too long or when not sufficiently challenged.

Relationships in the school are good and students respond positively to staff guidance. Students are confident that any bullying is dealt with effectively and that they are listened to. For example, their comments about the effectiveness of the behaviour strategies have been acted on by staff, likewise their comments about the use of 'credit cards' are being implemented. Movement around the building is calm and well-supervised by staff and prefects, whom students respect. The rate of exclusions has reduced substantially. Students have a good understanding of healthy lifestyles and participate regularly in sport and recreational activities such as the Duke of Edinburgh Award scheme. Students take on a range of responsibilities, including helping with reading, peer mentoring and as prefects. They have influenced the provision of healthier school meals, the development of Eco school and organised fundraising for outdoor furniture. Students have a good concept of right and wrong. They know precisely what will happen if they do not follow the community rules and that for any action there is a consequence. Students are aware of global and cultural issues through themed days and links with South Africa. Students speak well of the guidance they get for the next stage of education or training.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Lesson planning is carried out consistently and thoroughly by teachers using the school's agreed format. Different learning objectives are set for students, usually linked to National Curriculum levels or GCSE grades. They are explained to students at the start and revisited later in the lesson. Lessons are regularly planned to include a range of time-limited activities. This results in well-motivated and engaged students who make good progress in their learning. In the best lessons, students are encouraged to learn through small group work and discussions with each other, often aided by the use of the school's cooperative learning structures. Teachers' questioning probes and develops further students' understanding. In less successful lessons, students' progress is limited by teachers adopting a more didactic or teacher-led approach. Assessment to support learning is strong. There is some detailed marking which gives good guidance on how work can be improved.

The school's curriculum provides a range of experiences which are well-organised and imaginative, and which are well-matched to the needs and interests of all groups of students. In particular, there is a good range of vocational and practical courses and opportunities for early examination entry in some subjects. Good curriculum links exist with primary schools, with, for example, Year 6 students attending Sutherland three days a week towards the end of the school year. This allows students to settle in very well at

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the start of Year 7. Students' enter the school with weak literacy skills and strategies to address literacy are still being developed. The mini-school curriculum is a helpful adaptation which meets the needs of lower attaining students in Year 7. There are many extra-curricular activities, events and trips, and participation rates are good.

The school is very inclusive in its philosophy; it strives to make students feel supportive and, in this, it is overwhelmingly successful. The 'Room 1' and 'Sir John Hunt' initiatives provide valuable short-term alternatives to lessons and enable potentially vulnerable students to reflect on their behaviour and to consider strongly what they need to improve to rejoin class. They know they will be supported but this support is gradually withdrawn enabling the pupils to gradually take control of their own behaviour. The decrease in the number of exclusions is testament to its success. Links with agencies to support potentially vulnerable pupils are extremely strong and contribute to students' successes in achievement and well-being. In particular, the school has had considerable success in improving attendance and behaviour.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Outstanding collaborative leadership has driven forward significant improvements since the last inspection. Senior leaders have rapidly assessed the key areas for the school to improve and are tackling these systematically. The key strategic priorities are shared with staff and well-focused actions have led to some substantial improvements in teaching, behaviour, attendance and achievement. There is a strong sense of purpose in the school and morale is very high. Target setting is challenging and aspirational. Middle leaders have been very successful in devising strategies to improve outcomes, including through changing examination boards and increasing the focus on gifted and talented students. They have willingly taken on accountability for performance in their areas of responsibility. The leadership and management of teaching and learning are good. The impact of the staff training on using cooperative learning structures is strongly evident in the good or better lessons but some inconsistencies remain. Best practice is not consistently shared amongst staff.

The governing body knows the school's strengths and weaknesses, has an efficient structure, and fulfills its statutory duties. It shows determination in challenging the school and is systematically involved in its evaluation. There is a comprehensive awareness of safeguarding issues. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life. All staff have had training so that they know about the child protection procedures. Partnership working is outstanding

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because the school leads on a wide range of activities which benefit its students and provide them with opportunities and experiences which would otherwise not be available to them in such a small school. These partnerships make an excellent contribution to the school's good and rapidly improving student outcomes. Partnerships with Mid-Counties Co-operative are a particular strength. A range of extended services run in conjunction with a range of partners make this a school that is very much at the heart of its community. The school has a generally positive relationship with parents and carers. It takes the views of parents and carers very seriously and responds to individual concerns. Regular teaching and learning bulletins and homework packs are engaging parents and carers in the learning taking place in the school.

The school demonstrates a clear commitment to ensuring equality of opportunity which has resulted in the significant improvement in the performance of all groups. Gaps between different groups are closing, such as those with special educational needs and/or disabilities. The school has analysed its context to promote community cohesion. There are already improvements in its work with the local community and engaging students in understanding communities across the world. Themed days broaden students' understanding of different cultures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Views of parents and carers**

The number of questionnaires returned was very low. Most parents and carers who responded to the questionnaire feel that their children enjoy school and are kept safe. A very small minority of parents and carers made comments about different individual issues. Inspectors investigated these thoroughly through discussion with students and senior leaders and found the necessary action had been taken to address them.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutherland 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 482 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	24	11	65	2	12	0	0
The school keeps my child safe	5	29	10	59	2	12	0	0
My school informs me about my child's progress	5	29	11	65	1	6	0	0
My child is making enough progress at this school	9	53	8	47	0	0	0	0
The teaching is good at this school	7	41	8	47	2	12	0	0
The school helps me to support my child's learning	7	41	10	59	0	0	0	0
The school helps my child to have a healthy lifestyle	5	29	10	59	2	12	0	0
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)	7	41	10	59	0	0	0	0
The school meets my child's particular needs	7	41	10	59	0	0	0	0
The school deals effectively with unacceptable behaviour	3	18	11	65	3	18	0	0
The school takes account of my suggestions and concerns	2	12	12	71	3	18	0	0
The school is led and managed effectively	8	47	7	41	2	12	0	0
Overall, I am happy with my child's experience at this school	9	53	8	47	0	0	0	0

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



5 November 2010

Dear Students

**Inspection of Sutherland Business and Enterprise College, Telford, TF2 7JR**

Thank you for making the inspection team so welcome at your school. We all enjoyed talking with you and you helped us to find out about the school. The headteacher and senior leadership have been a force for change which has led to some areas of significant improvement in attendance, behaviour and the school's best ever GCSE examination results. The school provides you with a good quality of education. Here are some good things we found out about your school.

You enjoy school and feel safe.

Behaviour is good. It is much improved, and you told us this too.

The quality of care, guidance and support you receive is outstanding and the school supports you very well individually.

The curriculum has changed so the courses you do are better suited to your needs.

There are many outstanding partnerships with local schools, cooperative partners and other agencies which have benefitted you and helped improve attendance and behaviour.

You feel the school acts on your suggestions.

The school's specialist status in business and enterprise makes an impressive contribution to the school.

We have asked the school to make the following improvements.

Increase the number of lessons where teaching is outstanding and develop more opportunities for you to work in groups and teams.

Improve the quality of your literacy skills.

We wish you all the very best in your studies and every success in the future.

Yours sincerely

Davinder Dosanjh

Her Majesty's Inspector

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