

# Rhyddings Business and Enterprise School

Inspection report

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<b>Unique Reference Number</b>	119721
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379876
<b>Inspection dates</b>	5–6 October 2011
<b>Reporting inspector</b>	Linda Tetik 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>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	789
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Brunskill
<b>Headteacher</b>	Paul Trickett
<b>Date of previous school inspection</b>	20 January 2009
<b>School address</b>	Haworth Street Oswaldtwistle Accrington BB5 3EA
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 30 lessons, undertook a learning walk jointly with school staff and observed 35 teachers in all. They held meetings with groups of students, the Chair of the Governing Body, the school adviser and staff. They observed the school's work and looked at a range of other evidence including lesson plans, school policies, assessment data, case study files and students' books. In addition, they observed a lesson led by a visiting speaker during the Citizenship day for Year 7 students, and undertook a learning walk observing and discussing provision in the 'Learning Support Area'. Inspectors considered the questionnaire responses from 102 parents and carers, and those from students and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and progress of students, particularly in mathematics.
- The learning and progress of students with special educational needs and/or disabilities.
- The impact of the changes to the Key Stage 3 curriculum.
- The effectiveness of the leadership and management of the school.

## Information about the school

Rhyddings Business and Enterprise School is a smaller-than-average mixed 11–16 comprehensive school. The number of students has decreased since the previous inspection. The proportion of students known to be eligible for free school meals is above the national average. Approximately one quarter of students are from minority ethnic heritages, a significant proportion of whom speak English as an additional language. The proportion of students with special educational needs and/or disabilities, including those with a statement, is well above the national average. The school has specialist status in business and enterprise, is an Extended School and has Healthy School status.

**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

The Rhyddings Business and Enterprise School is a good school. With good teaching and outstanding care, guidance and support, students make overall good and sometimes outstanding progress. Effective action taken by senior leaders and managers has led to a rise in attainment across a range of subjects. Attainment is broadly average overall because of the variation in the performance of different subjects. Attainment in English has improved since the previous inspection but is below average. School data for GCSE results in 2011 show an overall dip in standards and especially in mathematics. The school leaders are taking appropriate action to improve attainment in mathematics which is well below average. The school's accurate performance tracking system indicates that attainment is likely to improve in 2012. Good progress overall is made by all groups of students, including students with special educational needs and/or disabilities and those speaking English as an additional language.

Most students enjoy school, feel safe and work hard in lessons. Attendance is improving and is average in comparison to national levels. The appointment of year leaders and the revised rewards system are playing an important part in encouraging students to attend. The curriculum at Key Stage 4 meets the needs of the students well and is contributing to raising standards of attainment. The school's specialism contributes significantly to students' good achievement by providing a range of interesting opportunities for them to develop good team-working, problem-solving and information communication and technology (ICT) skills.

A high proportion of teaching is good and this is leading to good levels of achievement. However, there is some variation in the quality of teaching which contributes to the differences in attainment. One of the strengths in teaching and learning is the excellent relationships between staff and students which create a positive working environment.

Good leadership, a clear sense of direction and very positive staff attitudes mean that the school's capacity for further improvement is good. The headteacher and governors know the school's strengths and weaknesses well and have an ambition to improve further. The school's self-evaluation is thorough and a rich set of performance data is being used effectively to raise attainment. One example of this is in raising the attainment of boys. However, senior leaders are aware that self-evaluation of subjects requires additional rigour. The Chair of the Governing Body

provides appropriate support and challenge to the senior leaders. The school's promotion of community cohesion through extensive partnerships and initiatives is outstanding. This contributes to many students' strong understanding of other cultures through the wide range of local and, more recently, international links.

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

- Increase the proportions of students achieving A\* to C grades in English and mathematics so that they are close to the national averages, and raise attainment across the curriculum by:
  - ensuring that the quality of all teaching is at least good
  - increasing the proportion of outstanding teaching through sharing best practice
  - increasing the rigour of self-evaluation of subjects.

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

<b>2</b>
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In the best lessons, students are totally engaged, committed to learning and given opportunities to express their views. This enables them to make good progress. Together with the outstanding care provided, this enables some to make very good progress given that many students' prior attainment is well-below average. Standards of attainment are broadly average. At the end of Key Stage 3, standards in English and mathematics are rising. One of the reasons for this is the improvement to the learning experience of younger students, which some described as now, 'more fun because teachers are trying to make lessons more interesting'.

Progress was good in the majority of lessons observed. In the very best lessons, students' learning was accelerated when students were given the opportunity to generate and discuss criteria for judging what would make their learning successful. More progress in developing literacy was made in the lessons where teachers made written skills explicit and modelled the writing processes, but opportunities to do this were sometimes missed.

Although a very large majority of students believe that behaviour is good, a very small minority of students spoke of learning being affected by the disruptive behaviour of a few students. Inspectors considered that behaviour was good in most lessons observed. Students contribute well to the school and local community, for example, some have helped develop a community garden. The 'students' voice' initiative is giving some students an opportunity to play an active part in developments across the school. An example of where this has been effective is the introduction of a 'target card' which aims to improve all students' understanding of their target grades.

Most students make healthy lifestyle choices, but a few choose to bring in less healthy snacks rather than the healthy food and drinks available in the canteen. The curriculum provides many opportunities for students to reflect on social and moral issues and this contributes well to the development of students' good attitudes to

their learning. Registration time is sometimes used effectively to support students' personal and spiritual development but this practice is not consistent.

*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>	3
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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching observed was mostly good and, in a few lessons, it was outstanding. The best lessons are characterised by teachers' confident use of subject knowledge and lessons that take account of individual students' needs. These lessons have an appropriately brisk pace and provide students with opportunities to report back from activities to the class, so students can learn from each other. Teachers also use a range of questioning to encourage students to reflect and deepen their understanding. In a smaller number of lessons, progress is slower because work is not well matched to individual students' needs and teachers use a narrower range of approaches which limit students' involvement. The best marking has an interactive element which encourages students to reflect on the comments. An example of good practice in providing students with clear information about how to improve their work was seen in history books. Students have their Key Stage 2 level, the current sub-level and a list of the skills and knowledge they need to master progress through those levels.

The curriculum is well organised, imaginative and effective for learning. At Key Stage 4, the curriculum is adjusted with appropriate pathways that effectively meet the needs of most students. The impact of the curriculum for students in Years 7–9 is beginning to be seen in improving outcomes at Key Stage 3. For example, teachers of mathematics report that some Year 9 students have greater confidence in tackling complex problems. While the curriculum is enhanced well by the extensive extra-curricular activities, participation in these is not closely monitored to ensure that all groups are well represented.

<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

Students settle quickly on arrival from primary school due to the very good systems in place. For example, primary school students are paired with Year 7 students in the school through an e-buddy system and senior students are linked to Year 7 form groups. The very effective partnerships established by the school mean that students receive the care and guidance they need to help them achieve well. Older students receive very good advice and guidance through one-to-one interviews which enable them to make well-informed choices regarding future courses and careers. The 'Learning Support Area' provides a secure place where students receive valuable additional support, which is enhancing their learning and enjoyment of school. Support for young people whose circumstances have made them vulnerable is especially effective, enabling many to make very good progress.

*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?

Improvements since the previous inspection in raising attainment and reducing absence are the result of effective work by leaders and managers. The headteacher has the confidence of the staff and has provided opportunities for some to take on new roles, thus increasing the effectiveness of the leadership team. Good use is made of performance data at Key Stage 4 to monitor the progress of individual students, to target interventions, and take effective action. For example, students at risk of underachieving in their GCSE subjects are identified and given effective additional support. However, subject self-evaluations require added rigour to increase the rate of improvement consistently.

There are a number of new members of the governing body and the Chair of the Governing Body is aware that this is an opportunity to plan for closer involvement in the life of the school. There are good arrangements to ensure all staff are aware of the procedures to be followed in relation to child protection, together with outstanding inter-agency working. A very small number of parents and carers expressed a view that communication with school could be better. The school is developing its website and posting newsletters home and reports an increase in attendance at school events. The school works actively and successfully to tackle discrimination through a very extensive range of highly effective partnerships and the keen focus on the needs of individual students. These contribute to the school being a cohesive community where relationships between staff and students and across religious and ethnic differences are harmonious.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>3</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>1</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 overwhelming majority of parents and carers are happy with their children's experiences at school. In particular, they believe that their children enjoy school and feel safe. They praise the quality of teaching and feel that their children make good progress. There is also a strong view that the school meets the needs of individual students well. A few parents and carers expressed the view that the school could do more to help them support their children's learning and keep them better informed about their progress. The appointment of year leaders is increasing information for some parents about the progress of their children, in addition to the regular programme of parents and carers' evenings in the school calendar. The school is aware of the need to build links with parents and carers further. A few parents and carers expressed the view that the school could do more in promoting healthy lifestyles. The inspection team supports these views.



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

Ofsted invited all the registered parents and carers of pupils registered at Rhyddings Business and Enterprise School 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 789 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	32	64	63	1	1	0	0
The school keeps my child safe	33	32	61	60	3	3	0	0
The school informs me about my child's progress	19	19	67	66	11	11	3	3
My child is making enough progress at this school	20	20	71	70	6	6	0	0
The teaching is good at this school	26	25	67	66	4	4	0	0
The school helps me to support my child's learning	16	16	61	60	16	16	2	2
The school helps my child to have a healthy lifestyle	13	13	71	70	11	11	1	1
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)	18	18	66	65	6	6	1	1
The school meets my child's particular needs	22	22	67	66	4	4	0	0
The school deals effectively with unacceptable behaviour	22	22	63	62	8	8	2	2
The school takes account of my suggestions and concerns	16	16	59	58	6	6	2	2
The school is led and managed effectively	22	22	67	66	4	4	0	0
Overall, I am happy with my child's experience at this school	33	32	61	60	4	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



7 October 2011

Dear Students

**Inspection of Rhyddings Business and Enterprise School, Accrington, BB5 3EA**

It was a pleasure to meet you during the inspection of your school on 5 and 6 October 2011. The inspection team enjoyed talking to selected groups of students and speaking with you in lessons. We believe that your school offers good opportunities for your learning and development. We were especially impressed with the care that the school shows and the partnerships that it establishes in trying to make sure everyone succeeds.

You told us you feel safe in school and enjoy most lessons. You said that you get along well with each other and that the teachers are friendly. Most of the lessons we observed featured good behaviour and there was good behaviour in the corridors, although a few of you mentioned that poor behaviour sometimes disrupts your learning.

Standards are broadly average at the end of Key Stage 4 and have improved in recent years but there are differences in how well you achieve in different subjects. You are keen to do well and show interest in lessons. Most of you make good progress because the quality of teaching is good. Some of you are making very good progress because of the excellent care and guidance that the school provides. We observed some lessons that were very good, when you were fully involved in your learning through active tasks and the work was well matched to your needs. We have asked the school to improve your learning even further by ensuring that all teaching is at least good and by increasing the proportion that is outstanding. We have also asked them to improve the school's systems of evaluating the progress they are making so that they raise standards further.

I ask for your support in helping the school achieve this. Some of you can help by improving your attendance.

Thank you once again for being so open and helpful during the recent inspection.

Yours sincerely  
Linda Tetik  
Her Majesty's Inspector

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