

Shuttleworth College

Burnley Road, Burnley, Lancashire, BB12 8ST

Inspection dates 18-19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although the school is improving in many ways and examination results are rising, the progress of pupils in English is not yet good enough.
- Teaching is not yet consistently good across the school. Inspectors saw examples of good lessons in many subjects, but there are still too many that do not meet the needs of all pupils.
- Although pupils are safe in the school and most behave well, a minority has poor attitudes to learning. They take up too much of the teachers' time which slows learning, or they spend too much time excluded from lessons. Attendance is improving but is not yet good.

The school has the following strengths

- The proportion of pupils achieving five or more GCSEs at grades A* to C is now above the national average. The achievement of pupils in mathematics is good.
- This is an inclusive school and the promotion of pupils' spiritual, moral, social and cultural development is good. Most pupils are polite and respectful of others. They work well together and have a good understanding of different cultures.
- Strong leadership and management has led to significant improvements in teaching and learning, the achievement of pupils and their behaviour since the last inspection. The school has good capacity to make further improvements.

Information about this inspection

- Inspectors observed 36 lessons and examined work in pupils' books.
- They met with managers, staff and groups of students. They also held discussions with the Chair of the Governing Body and a representative from the local authority.
- Inspectors took into account the views of parents expressed in a survey carried out by the local authority, and from the 27 parents who responded to the on-line questionnaire (Parent View) or telephoned comments to the inspection team.

Inspection team

Sue Harrison, Lead inspector	Her Majesty's Inspector
Christine Addison	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Robert Birtwell	Additional Inspector

Full report

Information about this school

- This is an average-sized secondary school with slightly more boys than girls.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The overwhelming majority of pupils are from a White British background.
- The proportion of pupils supported through school action is average, but the the proportion at school action plus or with a statement of special educational needs is above average.
- The school uses the local authority's ACERS centre to provide alternative provision for approximately 20 pupils.
- The school works with four other secondary schools as part of the Burnley Schools Partnership, for example, to share good practice.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Continue to improve the standard of teaching and learning by ensuring that:
 - all teachers plan lessons that meet the different needs of pupils in their groups
 - that methods of assessment to check pupils' understanding are used effectively in all lessons
 - that the sharing of good practice is extended further across the school.
- Ensure that all pupils achieve well in English, particularly by enhancing progress checks on those from middle and lower ability bands, and reviewing teaching and support methods where they are falling behind.
- Further improve attendance, and monitor the impact of the new behaviour policy to bring about a reduction in the number of pupils who miss lessons or parts of lessons.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils enter the school with levels of attainment that are slightly below average and make expected progress against this starting point. They make particularly good progress in mathematics, but in English too few reach their full potential, especially those from middle and lower ability bands.
- Examination results have risen significantly since the last inspection across a wide range of subjects. Science results improved dramatically in 2012 and are now above the national average.
- Pupils' work, and discussion with them during the inspection, show they have a reasonable understanding of topics across a range of subjects. They develop a wide range of skills that prepare them well for leaving school and, in 2012, the proportion of pupils not progressing to further education, training or employment decreased to 6%.
- Pupils' literacy skills are improving. In many lessons, they demonstrate a secure understanding of different kinds of text, many communicate their ideas clearly and some have developed sophisticated oral skills. Pupils read regularly, they are encouraged to bring books to school and an increasing number enjoy reading outside lessons.
- The school is successfully narrowing the achievement gap for pupils known to be eligible for the pupil premium. Extra English and mathematics have helped them to gain greater success in a range of subjects. However, the school acknowledges the gap is still too wide.
- Pupils who are disabled, or have special educational needs, generally reach or exceed their targets. However, target setting for these pupils is not always sufficiently challenging and their progress is in line with expectations overall.

The quality of teaching

requires improvement

- Pupils' achievement is getting better because of improvements in teaching. Inspectors saw examples of good teaching in many subjects and outstanding lessons in a few. However, teaching is not yet good overall because of a lack of consistency in matching teaching strategies to the needs of pupils. This is currently carried out more effectively in mathematics than in some of the English lessons.
- Most teachers have high expectations of pupils. Almost all are enthusiastic and endeavour to motivate students through a variety of activities and the use of interesting resources. In a science lesson on forensics, pupils' learning was promoted well through the simulation of a murder scene. In one of the better English lessons, pupils were asked to produce a Facebook profile for a character in the text; their subsequent written work was of a good standard.
- Praise is a key feature in many lessons, but too often this is at the expense of planning for more challenging learning. Where lessons lack challenge, pupils become disengaged and passive. Some teachers use questioning techniques well, but this is not universal.
- Assessment techniques to check learning are used extensively across the school, with some examples of good and outstanding practice. However, in many cases it is superficial and pupils do not take it seriously. This includes self- and peer-assessment exercises, which are often completed too quickly to be meaningful, and asking pupils to put their thumbs up or down to indicate if they understand. Many pupils give little thought to their response to this.
- Inspectors saw some excellent examples of teaching and support being adapted well to suit the needs of pupils who are disabled or have special educational needs. However, in other classes these pupils are set work that is too easy for them, or are given too much help in completing work.
- Inspectors agreed with the views of parents that the homework policy is not applied consistently across the school. In history, interesting extended project work is set but in some

subjects homework is not planned well or not set regularly.

The behaviour and safety of pupils requires improvement

- The school provides a safe and welcoming environment. Behaviour and attendance are improving but are not yet good enough. Attendance was slightly below the national average in 2011-12. Punctuality to lessons is much improved and is now good.
- Behaviour around the school is mainly calm but there are some instances of boisterous behaviour. Most, but not all, pupils have positive attitudes to learning. A new behaviour policy is in place and pupils feel it provides clearer guidelines. The school is beginning to make clearer links between behaviour management and the need for consistently good teaching.
- A wide range of well managed, in-school interventions are in place for pupils sent out of lessons; these have a clear focus on learning, not just keeping the pupil occupied. Permanent exclusions are rare. Fixed-term exclusions are decreasing but are still too high. Pupils not in school generally attend the local authority's alternative provision, and liaison to ensure their progress has improved in recent years.
- Clear sanctions are in place to deal with bullying. Pupils say the school takes appropriate action when they are told about bullying. The school's anti-bullying strategy is successful at ensuring pupils understand what constitutes different forms of bullying and discrimination.

The leadership and management are good

- Leaders and managers at all levels have high expectations and ambitions for the school. Changes to the senior leadership team and middle managers are having a positive impact. Leaders of mathematics and science, subjects showing dramatic improvement, are now part of the senior team driving improvements across the school. A new head of the English department took up post this term.
- Teaching is improving due to increasingly effective monitoring. Performance management makes a strong contribution to the identification of staff development needs. Well-founded arrangements are in place to reward success and take appropriate actions where improvements are not taking place.
- Self-evaluation is systematic, robust and accurate. Clearly identified strengths and weaknesses lead to clear priorities for further action. Good leadership and management have led to improved teaching, achievement and behaviour since the last inspection, but pupils' progress is not yet consistently good.
- Policies to promote literacy have been reviewed since the last inspection and are increasingly effective at improving pupils' progress. However, the school is aware this is an area for further development and the new literacy coordinator has well-founded plans and challenging targets for the current year.
- The curriculum is well organised and regularly reviewed to ensure it meets pupils' needs. It helps to promote positive attitudes to learning in the majority of pupils. The school provides an appropriate curriculum for students with special educational needs. It provides a good range of opportunities to promote spiritual, moral, social and cultural development. A wide range of enrichment activities is in place but is not sufficiently promoted to pupils and the school does not evaluate uptake sufficiently.
- The school has worked effectively to improve links with parents. Most parents are positive about communication with the school, with a minority being less satisfied.
- Safeguarding arrangements meet statutory requirements.
- Governors and senior managers ensure the efficient deployment of staff and resources.

Support from the local authority has been effective at helping the school to move out of special measures in 2010 and to continue to improve after that.

■ **The governance of the school:**

- Governance is strong. Governors are well informed and challenge the senior team robustly. Links with departments, and discussions with pupils, are used well to help them monitor the school.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134994
Local authority	Lancashire
Inspection number	381772

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Foundation
Age range of pupils	11-16
Gender of pupils	Mixed
Number of pupils on the school roll	926
Appropriate authority	The governing body
Chair	Maggi Harris
Headteacher	Bob Wakefield
Date of previous school inspection	June 2010
Telephone number	01282 682300
Fax number	01282 775054
Email address	admin@shuttleworth.lancs.sch.uk

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