

# Batley Business and Enterprise College

Batley Field Hill, Batley, West Yorkshire, WF17 0BJ

## Inspection dates

21–22 November 2012

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

## Summary of key findings for parents and pupils

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

- Teaching does not always help students to make good progress. Some students find learning tasks too difficult, and some find them too easy.
- Some students find it hard to learn because the literacy levels of some lesson materials are too difficult. When this happens, students are only able to make limited progress.
- Some lesson activities occupy students and keep them busy, but are not well designed to develop their understanding. The questions that teachers ask in lessons do not always check understanding or take it forward.
- Improvements in teaching introduced by the headteacher and the deputy headteacher have not yet improved teaching in all subjects.
- The evaluation of the quality of teaching in some subjects is limited, so teaching has not improved quickly enough.
- Marking and feedback from teachers does not always explain clearly how students can improve their skills and their learning.
- Some subject leaders are new to the role and have not yet had enough time to work on the improvements they would like to see.

### The school has the following strengths

- Students achieve well and make good progress over time, even though the progress made in some lessons is limited.
- The majority of students behave very well, feel safe in school and are keen to learn. These positive attitudes make a strong contribution to their good achievement.
- A number of teachers have improved the planning of their lessons so that students' learning and progress have improved. As a result more teaching is of at least good quality
- The governing body has supported senior leaders well in taking steps to improve the standards that students reach by the time they leave the school.
- The headteacher and deputy headteacher have successfully improved students' progress and standards in mathematics.

## Information about this inspection

- Inspectors observed 32 lessons and 30 teachers. Three lessons were joint observations with the headteacher and the deputy headteacher.
- Meetings were held with the headteacher, the deputy headteacher, senior leaders, leaders of the support for students who need additional help, the Chair of the Governing Body, groups of students, and a local authority representative.
- Inspectors took account of 10 responses to the online questionnaire (Parent View) received prior to and during the inspection.
- The inspection team viewed the school's work, scrutinised the school's data about students' achievement, examined records relating to behaviour and attendance, and looked at documents written by leaders to review the quality of the school's work and their plans of how to improve further.

## Inspection team

Nell Banfield, Lead inspector

Additional Inspector

Johan MacKinnon

Additional Inspector

Bernard Robinson

Additional Inspector

## Full report

### Information about this school

- Batley Business & Enterprise College is much smaller than most secondary schools and caters solely for boys.
- The proportion of students known to be eligible for the pupil premium, which is additional funding for children in the care of the local authority, for pupils known to be eligible for free school meals and those from service families, is greater than in most schools.
- Around 90% of students are from either Pakistani or Indian heritage with the remaining few of White British heritage; a higher number than in most schools speak English as an additional language or are in the early stages of learning English.
- The proportion of students who are disabled or have special educational needs supported through school action is above average; the proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The school's GCSE results meet the government's current floor standard, which sets the minimum expectations for students' attainment and progress.
- College courses and other work-related placements are provided away from the school site for a small number of students at Westfield Pupil Referral Unit, and Nexus in Schools, a private provider.

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

- Improve teaching so that it is more consistent between subjects and more is good or outstanding by:
  - planning specific activities and using carefully selected materials and resources to make sure students always make at least good progress, particularly the most able and those students who work more slowly
  - making sure questions asked by teachers identify what students already know and make them think hard about what they need to learn next
  - planning lessons to interest students and develop their curiosity so students think for themselves
  - improving marking and feedback to explain clearly how students can improve their skills and their learning.
- Improve the effect leaders and managers have on improving the school by:
  - ensuring all subject leaders monitor and steer the quality of teaching effectively, so that it improves students' understanding, deepens their knowledge and always enables them to make at least good progress
  - improving the analysis of evidence about teaching, attendance and progress so all leaders know what is already strong, what needs to improve and how best to make sure that planned improvements take place effectively.

## Inspection judgements

### The achievement of pupils

### is good

- The proportion of students achieving five GCSE A\*-C grades, including English and mathematics, has improved steadily in the last three years with an above average number of students achieving this level in 2012. The proportion of students gaining a Grade C in English and mathematics improved significantly in 2012.
- The school has worked successfully to improve students' progress in English and particularly in mathematics, which has led to a higher proportion of students achieving above average standards. However, this is not consistent across all subjects so that students make less than good progress in some other subjects. When students join the school in Year 7, the majority are working at standards lower than found nationally in most subjects. A number of teachers plan lessons which lead to good achievement. Students do well in lessons when interesting resources are used, when questions are asked which make them think for themselves, and when activities are varied. Students from different backgrounds and those who speak English as an additional language do equally well.
- Achievement has improved since the last inspection for students known to be eligible for the pupil premium. This is because this additional funding is used well by the school, for additional staff and extra teaching to boost students' confidence and progress. As a consequence the average GCSE points scored by these students is above average. The school provides effective support for those students who are falling behind.
- Improvements are less evident for students working at the higher levels in some lessons, because learning activities and tasks planned are sometimes too easy for them and in some lessons, they are not always made to think hard enough and explain in detail the reasons for their answers.
- Although their achievement is good overall, disabled students and those who have special educational needs sometimes make slower progress than other students because the information and reading materials are too long or difficult or do not interest them, or instructions for tasks are not clear.
- Students are entered for some examinations earlier than the end of Year 11 if they have the ability and skills to succeed. This helpfully eases the burden of preparation for examinations at the end of Year 11.
- Students read widely during a regular tutor time sessions and choose from a wide range of books. Students use the school's welcoming library both for extra reading practice and for general reading.
- The school's wide range of courses provides students with good opportunities to succeed, so few students attend courses away from the school site. The progress, attendance and safety of those who spend time learning outside school are well monitored. Students make good progress because these courses match their interests and talents and build their confidence and skills for the future.

### The quality of teaching

### requires improvement

- Although still requiring improvement, the quality of teaching over time has improved from a low level, especially in mathematics, and is increasingly contributing to students' overall good achievement. In some cases, teaching does not help the more able students nor those who work more slowly, to make good progress. Although of good quality in English and mathematics teaching in some subjects still requires some improvement.
- Teaching in some lessons allows students to be passive; teachers explain and describe teaching points, but miss opportunities to engage students in activities to interest them and deepen their understanding.
- Some teachers check students' understanding and knowledge to make sure they do not teach

students what they already know, or ask them to use skills and techniques they have not learned effectively, such as the technique of note taking. In some lessons, learning is carefully planned and the teacher uses a variety of methods to check that students understand each step in the lesson before moving to the next stage. In a mathematics lesson, all students were given a specific time to find the area of a circle and quickly had to show their working so that the teacher could check their understanding of the formula and the process they used.

- In the good lessons, teachers often give students a range of interesting materials and ask them to draw conclusions or do research together. This develops the students' understanding very well. In a design and technology lesson, students recorded what they had found out on sticky notes, mounted these on a board and the teacher skilfully shared these with all the class before using the students' work to move on to the next stage of the lesson.
- A number of teachers use questioning well to challenge students to think of a better way to write or describe things. In an English lesson, careful and persistent questioning made students think of more effective words, phrases and techniques to create a threatening and sinister theme in their writing. However, in some lessons questions are too general, students' answers are accepted too readily, followed by the teacher explaining the answer to the class, so students are not challenged to think for themselves.
- Literacy and communication skills are well developed in some subjects but are not yet consistently cultivated across all subjects. Because of this not all students are able to develop their discussions and explanations sufficiently to write confidently. In a mathematics lesson, the teacher made sure that students knew and could use terms correctly and wrote the correct spellings clearly for all to see, while in another lesson the teacher questioned students about their understanding of exactly what 'enlarge' meant before they began a task to enlarge a diagram.
- In some lessons, students are given a range of information presented in different ways to work on and develop a view about. However, insufficient time is given in other lessons for students to reflect on information they are given and explain what they have learned. Because of this, some students do not develop communication skills effectively.
- Marking of students' work sometimes gives them clear information about where they have succeeded and where they can improve, but this is not consistent across subjects. Some feedback from teachers is too general and teachers do not always insist that students respond to marking by using the techniques or approaches suggested to improve their work.

### **The behaviour and safety of pupils are good**

- The majority of students display positive behaviour in lessons, with exemplary behaviour when teaching is good or better. They are very occasionally boisterous around school but respond very quickly to suggestions to move more quietly. Older students say that behaviour has improved over time and younger students are very clear about the rules and expectations of the revised behaviour policy. However, they can describe occasions when it is not used consistently by staff.
- The vast majority of students are respectful to their peers and to adults. The volunteer Reading Friends who come to school regularly speak highly of the good attitudes of students; the reading sessions are purposeful and well supported by the students' good behaviour.
- Students feel safe in and around school and feel confident that adults will help them if they are worried or unhappy. Parents who expressed a view said their child felt safe in school.
- Students understand the different forms that bullying can take and are clear that bullying is not tolerated. Students spoken to agreed they could go to any member of staff for support if they or a friend were being bullied. Students have very positive attitudes to their peers both around school and in lessons, where they work together well.
- The number of students excluded from school increased when the revised behaviour policy was introduced as a result of the school managing behaviour more rigorously. The numbers have

now begun to fall as students understand the raised expectations of good behaviour from all.

- Attendance is above average. Most students are punctual to lessons. The number of students who are persistently absent has reduced over time.
- The majority of parents who expressed their views through Parent View agreed that students behaved well in the school.

### **The leadership and management**

### **requires improvement**

- The headteacher, the deputy headteacher, some senior staff and key leaders have improved teaching since the last inspection, particularly by providing training for staff in questioning techniques and in planning effective lessons so that students are able to make progress.
- Some subject leaders do not have a clear understanding of how to manage the planning of lessons which ensure that all students make progress and have not yet begun to implement and apply techniques recommended by senior staff.
- Some leaders are recently in post and have well thought through plans to improve progress, particularly that of disabled students and those with special educational needs, and of more-able students. These plans are in the very early stages of development.
- Senior leaders have taken robust steps to carry out checks on and evaluate teaching and their judgments are accurate. A range of improvements have been made, such as to achievement in mathematics and to some teaching. The school has a sound capacity to continue to improve. However, information on students' progress and attendance is not always analysed rigorously enough by some senior staff to identify clearly how the school can improve further. For example, action is required in reducing the persistent absence of some groups of students, to improve some weaker teaching, and to identify and deal with particular groups of students who are being excluded.
- The current arrangements for managing the work of teachers have been strengthened by the headteacher and deputy headteacher; senior teachers are now checking more consistently how teaching across all subjects is influencing the progress of students. Teachers are now rewarded with increased pay for improving the progress of students in their lessons. There are good partnerships with agencies that support students who are vulnerable because of their circumstances. The support for students who need extra help has been extended to help them manage their behaviour as well as improve their progress. The majority of teaching assistants provide effective help to re-focus students on their learning.
- A wide range of subjects is taught and opportunities are well organised to make sure most students succeed. The range is being reviewed to remove any courses that do not meet students' needs effectively.
- The school's ethos is optimistic and all students are valued. This supports students' good spiritual, moral, social and cultural development. School visits and involvement in local good causes and with an international school, together with the sharing of many examples of different ways of living and different religions, ensure that students' cultural development is good.
- The arrangements for ensuring the safeguarding and safety of staff and students, both on and off site, meet statutory requirements.
- The local authority provides focused and effective support by providing expertise to help the school improve standards and progress in mathematics.
- **The governance of the school:**
  - Governors understand well the current strengths in teaching and have supported and challenged the school well during the improvements that have already taken place. They are clear about what needs to be done to improve the weaker teaching. They are relentless in their challenge and support of the headteacher and senior leaders in ensuring this improvement happens. Governors are clear about the use made of the pupil premium funding and its effectiveness in helping to improve students' attainment. They have received

appropriate training to support their role. They oversee the use of the school's budget effectively.

## 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

<b>Unique reference number</b>	107767
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	405124

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	529
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Alvy
<b>Headteacher</b>	Ian Dutton
<b>Date of previous school inspection</b>	5 May 2011
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