

Wellfield Business & Enterprise College

Yewlands drive, Leyland, Lancashire, PR25 2TP

Inspection dates 19–20 November 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of students		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of students		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and students

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

- Over students' time achievement at Key Stage 4 has been too low in a number of subjects. Although there was a substantial improvement in performance in 2013, this was from a low base and the proportion of students who achieved five high grade GCSE's, including English and mathematics, remains below average.
- Teaching over time has not improved quickly enough to accelerate achievement and bring it in line with national averages by the end of Key Stage 4. This is particularly the case for middle and high ability girls in English.
- The subject knowledge of some science teachers at Key Stage 3 is not secure. Consequently, some lessons are uninspiring and students' progress slows as a result.
- Some teachers' marking lacks precision. Consequently, students are not given clear information about what they need to do to improve their work and so learn from their mistakes.
- Action by middle leaders to improve the quality of teaching in English and science has not been taken quickly enough.

The school has the following strengths

- Students behave well and feel safe. They have good attitudes to learning and their attendance is well above average.
- Senior leaders monitoring and evaluation of the work of the school is rigorous and robust. As a result, they have an accurate view of how well the school is doing and are acting effectively on the findings.
- The quality of teaching in mathematics is, at least consistently good and achievement in this subject is accelerating.
- The governing body provide an appropriate balance between support and challenge; competently holding senior leaders to account for the quality of teaching and standards achieved by students in this improving school.

Information about this inspection

- Inspectors observed 20 part-lessons taught by 20 different teachers. Two of those lessons were jointly observed with members of the senior leadership team.
- Separate meetings were held with the Chair of the Governing Body, the headteacher and senior leaders responsible for checking students' progress, monitoring the quality of teaching and managing behaviour. Inspectors also met with groups of teachers, groups of students of differing ages and the lead inspector had a telephone conversation with a representative of the local authority.
- Students' work was scrutinised as were the school's key policies, minutes of governing body meetings, the school's development plan and evaluation of how well it is doing. Inspectors also analysed senior leaders records on the quality of teaching and learning, information related to the performance management of teachers and data relating to students' progress in a range of subjects.
- Inspectors were able to canvas the opinions of some parents about the school. However, they were unable to take into account the wider views of the parent body as not enough responses had been received to the online questionnaire, Parent View.

Inspection team

Charles Lowry, Lead inspector

Her Majesty's Inspector

Stephen Rowland

Additional Inspector

Information about this school

- Wellfield Business and Enterprise College is smaller than the average-sized secondary school. It is situated in Leyland, which is about seven miles south of Preston town centre.
- The proportion of students who receive additional help through the pupil premium is above average. The pupil premium is extra funding the school receives for those students who known to be eligible for free school meals, those who are looked after by the local authority or children of service families.
- Just under a quarter of students in Year 7 are eligible for the catch-up premium. This is added finance the school is given to help improve the reading or mathematical skills of those students who did not attain Level 4, in either subject, at the end of Year 6.
- A small group of 10 students, whose circumstances may make them vulnerable, are educated at Shaftesbury High School.
- Most students are of White British heritage; consequently few students speak English as an additional language.
- The number of students who have special educational needs and who are supported at school action is below average. However, the proportion of students who are supported at school action plus or have a statement of special educational needs is above average.
- The school now meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, to address the legacy of underachievement, in order to improve students' results even more, by:
 - identifying the gaps in students' knowledge and making sure that these are rapidly addressed so that students have a firm foundation on which to make even better progress
 - ensuring students of middle and high ability, particularly girls, are suitably challenged so that they have the opportunity to reach the higher levels, for example, in English
 - making sure that gaps in the subject knowledge of science teachers are filled to enable them to confidently teach high quality lessons in all areas of the National Curriculum
 - ensuring that teachers mark students' work incisively so that students are clear about how it can be improved. Then giving students time to follow up this advice and learn from their mistakes.
- Further develop the skills of middle leaders, particularly in English and science by:
 - ensuring that the information they collect as a result of routine monitoring is used decisively to assure the quality of teaching and maximise students' progress.

Inspection judgements

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The achievement of students

requires improvement

- Overtime, students' examination results at the end of Key Stage 4 have been below average. Although results in 2013 showed substantial improvement in the large majority of subjects, those in English were not as marked. This was due to the weaker attainment of middle and high ability girls. Results in French also declined and attainment in performing arts was low.
- As a result of consistently good teaching in mathematics, attainment in this subject increased substantially in 2013 and moved to above average having been significantly below it for the previous two years. The boys showed the greatest gains with an increase in attainment of 34 percentage points to 70%.
- The school has pursued a policy of early entry in GCSE mathematics; it is no longer doing so.
- Although attainment in English increased, the rate of improvement was more modest than that of mathematics and was due entirely to the improved results of the boys. Their attainment being twice what it was the previous year.
- The progress made by students from the start of Year 7 to the time they left in July 2013, shows an encouraging improvement compared to the previous two years. In mathematics, the proportion of students of all abilities making expected progress was above average, having increased from significantly below 12 months before.
- The progress that students make in English has been on an upward trend for the past three years. However, in 2013 girls' progress was not as strong as that of the boys. This was particularly the case for girls of middle and high ability. Consequently, the proportion of students making at least expected progress in English remains below average.
- The provision of extra lessons in literacy and numeracy and the employment of specialist staff to tackle attendance, all funded by the pupil premium, have been effective in closing attainment gaps. In 2012, the supported students, on average, attained half of one grade lower in mathematics. The provisional GCSE data for 2013 is indicating that this gap has closed completely in mathematics, with both groups attaining equally well. In English, the attainment of both groups increased but the gap in performance is about one GCSE grade lower for the pupil premium group.
- The school makes effective use of the of the Year 7 catch-up premium. This additional funding is being used to help targeted students improve their reading and also their numeracy skills. The school's data shows that during the last academic year these students' made rapid progress. Their attainment improved by one and a half levels in English and three quarters of a level in mathematics.
- Those parents who expressed an opinion said that they felt their children were making good progress.

The quality of teaching

requires improvement

- Teaching over time has not improved at a sufficiently quick enough pace to improve students' achievement, for example, ensuring the middle and high-ability girls are fully challenged in English at Key Stage 4.
- Teachers have not paid enough attention to filling the gaps in students' knowledge that are a result of weak teaching in the past. Consequently, students' understanding is not secure enough for them to make good progress, for example, in French and performing arts at the end of Key Stage 4 last year.
- In science, recent changes to the way teachers are deployed at Key Stage 3 have meant that they have had to teach aspects of the subject with which they are less familiar. Consequently,

some teachers' subject knowledge is insecure leading to uninspiring teaching and lessons where students' progress is slow.

- Students' books are reviewed regularly by their teachers and marking is consistently in line with the school's policy. However, some marking lacks precision with teachers' comments relating to peripheral aspects of the work, for example, how well it is presented rather than the quality of the content. There are also examples where students have not followed up teachers' comments, missing an opportunity to learn from their mistakes.
- Nevertheless, recent changes in staffing, a structured programme of staff training and rigorous monitoring of the quality of classroom practice are resulting in much teaching which is now at least good, with some examples of outstanding practice. However, this much improved profile of teaching has yet to impact sufficiently on outcomes at GCSE.
- Teaching in mathematics has improved substantially since the previous inspection. It is now consistently good with some practice which is even better than this. Mathematics teaching is typically engaging. Students are set problems in real-life contexts, challenging them to think hard about the subject and, in arriving at solutions, deepen their understanding. As a result, students' progress in this subject is accelerating.
- In the best lessons, teachers carefully plan to meet the needs of the various groups of students in the class. Activities are designed to appeal to the various ways that students learn and group work is encouraged so that they can learn from each other. Teachers skilfully question students and demand extended answers so that students are challenged to reflect on their learning and acquire a better grasp of the subject.
- Teaching assistants are effectively deployed to support the learning of those students with special educational needs; as a result, these students make good progress.
- Students who are educated at the off-site facility Shaftesbury High School are monitored closely and as a result of effective teaching, are making progress in line with expectations.

The behaviour and safety of students are good

- Students have positive attitudes to learning. In the best lessons, for example in mathematics, they are equally at home working in groups or independently thinking hard about the problems they have been set and supporting each other in the search for a solution. It is in lessons such as these that students actively develop their problem solving and team-working skills.
- Students are unfailingly polite and well mannered. Their relationships with each other and the adults who work with them are warm, friendly and respectful. As a result, the atmosphere in school is generally calm and learning purposeful.
- The behaviour policy has been revised since the previous inspection and all members of the school community have been involved in its development. As a result, staff expectations of students' conduct are high and rewards and sanctions consistently applied.
- When asked students say that since the previous inspection behaviour at the school has improved. They say they feel safe, well cared for and have faith in the support that is available to them. They are secure in the knowledge that should they need help they know where to go for it and are confident that the support they receive will be effective. Students enjoy coming to school and as a result, attendance is well above average and their achievement improving. They value the opportunities provided for them to participate in after-school sport and other out-of-hours activities.
- Systems for monitoring students' progress and behaviour both within the school and at the off-site facility are rigorous and robust. The data collected is forensically analysed and students whose behaviour or achievement is giving cause for concern are quickly identified and supported to help them get back on track.
- In those lessons where teaching is uninspiring and students are not clear about what is expected of them, they have a tendency to give up and wait for the teachers' help, rather than take the initiative and try to move forward on their own. As a result, their progress slows.
- The school's behaviour log shows that incidents of bullying have declined significantly over the

past three years so that behaviour of this type is now rare. Students' agree that this is the case and are strongly of the opinion that when it does it occur it is dealt with quickly and effectively. They are knowledgeable about the different forms that bullying can take, including homophobic, racist and other prejudice based intimidating behaviour. They also have a good understanding of how the internet can be used to threaten and hurt people and know what action to take should it happen to them.

The leadership and management

requires improvement

- Subject leaders have not dealt quickly enough with weaker teaching in English at Key Stage 4 and science at Key Stage 3. Consequently, students' have not made as much progress of which they are capable. This was particularly the case for middle and high- ability girls in English last year.
- Senior leaders recognise that weaknesses in the teaching of English were not tackled quickly enough by the department. However, they have taken effective steps to rectify the situation and the quality of teaching in this subject is now consistently good. Although, it is too early to assess the impact this is having on results.
- Senior leaders with the support of the local authority have worked hard to develop the school, and lift it out of special measures. The rigorous monitoring of teaching and close checks on students' progress, accompanied by robust action to tackle under performance, are leading to sustained improvement. Parents agree that teaching across most subjects has improved considerably since the previous inspection and as a result, attainment and progress are showing rapid gains. Standards of behaviour both in class and around the school are at least good and lessons are no longer disturbed by disruptive behaviour.
- The school has benefitted from the effective support of the local authority on its journey out of special measures. Local authority advisers have helped draft improvement plans, brokered partnerships with local successful schools and provided help and advice to improve the quality of teaching and learning, for example, in mathematics. The local authority recognises the improvements the school has made and the capacity of senior leaders to move the school forward. Consequently, they have begun to withdraw intensive support and it is now more light touch.
- The school's drive to promote equality of opportunity and tackle discrimination continues to move forward, however, it has been more successful with some groups than others. For example, gaps in attainment between students supported by the pupil premium and their peers continue to close and there has been a substantial improvement in the attainment and progress of boys to close the gap with the girls. However, the below expected attainment and progress of middle and high ability girls in English, last year, was disappointing.
- The policy for managing the performance of staff is thorough. The teachers standards are used as a basis for setting performance targets and teachers' progress against these are rigorously monitored. Teachers who fail to meet their targets are not awarded an increase in salary and are supported to help them improve.
- The predominantly academic curriculum has been reviewed so that it more closely meets the needs and aspirations of students, fostering their spiritual, moral, social and cultural development.
- **The governance of the school:**
 - The governing body have a good understanding of the school's strengths and areas for further improvement. After the previous inspection, they reviewed governance and a group of governors were identified to monitor the school development plan. This group collects first hand evidence of the work of the school and are therefore able to provide senior leaders with effective support and challenge. They have a good understanding of the improvements in teaching that have been made since the previous inspection and robustly hold senior leaders to account for the standards achieved by the students. The wider governing body have a good understanding of the school's arrangements for performance management and understand how it is used to reward good teaching and deal with underperformance. They have an

overview of how the extra funding the school receives from the pupil premium and Year 7 catch-up is spent and how it is effectively closing gaps in attainment. Governors have ensured that the statutory requirements for safeguarding are being met.

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	119723
Local authority	Lancashire
Inspection number	427771

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 students	11–16
Gender of students	Mixed
Number of students on the school roll	461
Appropriate authority	The governing body
Chair	Bill Evans
Headteacher	Piers Tolson
Date of previous school inspection	13 June 2012
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