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Wednesday 12 February 2014

Mr Bob Wakefield
Headteacher
Shuttleworth College
Burnley Road
Padiham
Lancashire
BB12 8ST

Dear Mr Wakefield

No formal designation monitoring inspection of Shuttleworth College

Following my visit to your school on Tuesday 11 February with Joanne Olsson, Her Majesty's Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the previous section 5 inspection.

Evidence

Inspectors gathered a range of evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons.
- observations of pupils' behaviour throughout the day, including discussion with pupils
- scrutiny of documentary evidence
- discussions with leaders, staff and students.

Having considered all the evidence I am of the opinion that at this time:

Behaviour and safety requires improvement.

Context

This is a smaller than average-sized secondary school. The proportion of students from minority ethnic groups is low. The proportion known to be eligible for free school meals is well above the national average. More students are disabled, have special educational needs, are supported by school action plus or have a statement than seen nationally. The school has a stable student population. There are no difficulties in recruiting and retaining staff. The school was last inspected in September 2012 and judged to require improvement overall, although leadership and management was good.

Behaviour and safety of pupils

Behaviour in some classes is not good enough. In a few lessons, inspectors observed students slouching over desks, having their own conversations and yawning. Some work in exercise books is untidy, which reflects students' poor attitudes to learning and low expectations of teachers. Low level disruption is more common in the lower sets.

Inspectors observed some good behaviour in lessons and none was inadequate. Where behaviour is better, there is a disciplined classroom ethos and strong working relationship between the teacher and students. For example in an outstanding Year 9 technology lesson exemplary behaviour was observed. Students followed instructions, organised their work well, worked safely and demonstrated high levels of interest, engagement and enthusiasm.

The headteacher and senior leaders have raised expectations and are tackling inconsistencies in behaviour; they recognise that it still needs to improve. They need to improve the quality of behaviour management and teaching in some classes to ensure all teachers have high enough expectations and apply the school rules consistently. Whilst serious misbehaviour is rare, low-level disruption is still too common.

Outside of lessons and around the school most students behave well; they are polite and courteous. Most students, particularly prefects, look smart in their uniforms. They queue sensibly at lunch-times and follow the one-way system. Social times are well supervised and remote areas of the school site are 'out of bounds'. Very little litter was seen during the inspection; students say they are constantly reminded to keep the school tidy.

Lunch-times are well-organised and supervised by pastoral staff. Catering staff alert teachers to any bullying or misbehaviour. They say that students are well-mannered and good-natured. However, the busy library is noisy at lunch-time and there are too few quiet spaces for students to use.

The overwhelming majority of students spoken to by inspectors said they feel safe in school. Most said they had not experienced bullying and felt confident that if it did occur it would be dealt with appropriately. A couple of students said that they had experienced bullying and one had not reported it, despite knowing how to do so. The few parents spoken to by inspectors said that they felt behaviour was 'OK' or good. One parent said that their child had experienced some bullying initially when joining the school but that it had been dealt with swiftly and effectively.

Attendance remains below average for some groups. It is highest in Year 7 and Year 8 but falls in other years. Attendance is too low for students who are known to be eligible for the pupil premium. Punctuality to lessons is good but too many students are late to registration periods.

Priorities for further improvement

- Improve the quality of teaching to reduce low level disruption in lessons where this occurs on a regular basis
- Analyse the reasons for exclusion from classes to identify lessons in which behaviour is not good enough and rapidly reduce disruption
- Ensure students are not late for registration
- Continue to improve attendance levels, particularly for older students and those eligible for pupil premium funding

I am copying this letter to the Director of Children's Services, and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely,

Sally Kenyon

Her Majesty's Inspector