

# Rhyddings Business and Enterprise School

Haworth Street, Oswaldtwistle, Accrington, Lancashire, BB5 3EA

**Inspection dates** 4–5 June 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- In recent years the proportion of students attaining 5 or more GCSE passes at grades A\* to C including English and mathematics has risen rapidly and is now close to the national average.
- The proportion of students making the progress expected of them and the proportion doing better than this has grown and is now close to the national figures in English and mathematics.
- Students known to be eligible for support through the pupil premium do almost as well as their classmates in English and mathematics and, such gaps as there are, are closing rapidly.
- Teaching, is usually good with some that is outstanding.
- Teachers know their subjects well, plan their lessons effectively and forge strong relationships with the students.
- Students appreciate the highly effective care, guidance and support that the school provides for them. This results in students feeling very safe in school.
- In lessons and around school students behaviour is good. They behave sensibly and treat each other and the adults working with them respectfully.
- Attendance has improved in recent years and is now average.
- Students' social, moral, spiritual and cultural development is strong.
- Leaders and managers, including the governing body, have steered the school successfully through some turbulent waters in recent years. Despite this, they have maintained an eagle eye on the core activities of achievement and teaching, both of which have improved year on year.

### It is not yet an outstanding school because

- Not enough teaching is outstanding because not all activities are challenging enough, and the quality of marking varies too much.
- Not enough students make better progress than that expected of them because targets that they are expected to achieve are not always challenging.

## Information about this inspection

- The inspection was carried out in response to two complaints made to Ofsted which raised serious concerns. The complaints were deemed to be qualifying complaints and Her Majesty's Chief Inspector decided that an unannounced inspection of the school should take place to follow up the whole-school issues that were raised. Inspectors sought to establish whether:
  - safeguarding procedures are adequate, including the response to pupils presenting challenging behaviour
  - suitable adjustments are made to behaviour management procedures according to the pupils' needs and disabilities
  - staff are suitably trained and able to seek advice and support when required
  - leaders and the governing body are effective in monitoring and evaluating policy and practice for behaviour management and safeguarding within the school.
- Inspectors observed teaching and learning in 28 lessons taught by 26 teachers. Three of the observations were carried out jointly with senior leaders. Inspectors looked closely at samples of students' written work across a range of subjects and year groups. They also watched behaviour around the school.
- Inspectors held meetings with senior and middle leaders, a group of teachers and teaching assistants, four groups of students and three members of the governing body. An inspector also had a telephone conversation with a representative from the local authority.
- Inspectors scrutinised a wide range of documentation including: self-evaluation and development plan summaries; data relating to students' attainment and progress; information on attendance; documents and records about behaviour and safeguarding; records of the monitoring of teaching and learning and of performance management; and minutes of meetings of the governing body.
- There were not enough responses from parents to the online questionnaire (Parent View) to draw any conclusions. However, inspectors looked carefully at summaries of responses from parents to questionnaires returned to the school in recent years.

## Inspection team

Stephen Wall, Lead inspector	Additional Inspector
Lyn Field	Additional Inspector
Timothy Gartside	Additional Inspector
Bernard Robinson	Additional Inspector

## Full report

### Information about this school

- Rhyddings is smaller than the average-sized secondary school.
- The proportion of students known to be eligible for support through the pupil premium is above average. (The pupil premium is additional funding for those students who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of students from ethnic minority backgrounds is above average. The majority of these students are of Pakistani heritage.
- The proportion of students who speak English as an additional language is well-above average.
- The proportion of students supported through school action is above average.
- The proportion supported by school action plus or with a statement of special educational needs is well-above average.
- The school meets the government's current floor standards which are the minimum expectations for students' attainment and progress.
- At the time of the inspection two students were attending Oswaldtwistle School for one day a week on a behaviour support programme.
- The school enters some of the most able students early for GCSE in English.
- In recent years the number of students joining Year 7 has dropped significantly because of a decline in birth rates locally. In response, leaders and managers, including the governing body, have taken action to reduce the numbers of teaching staff and to make adjustments to the subjects that the school is able to offer to students. Significant changes to the leadership and management structure of the school have also been made.

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

- Tackle the small amount of teaching that requires improvement so that it is good and increase the amount of outstanding teaching to raise achievement further by:
  - making sure that activities are always challenging enough for different groups of students, especially in mathematics for the most able students
  - ensuring that teachers are consistent in asking questions that make students think deeply and require extended, reasoned answers
  - improving the quality of marking so that it always shows students clearly what they need to do to make their work better and ensuring that students act on the advice given.
- Improve the impact of leadership and management on raising achievement further by setting higher targets for the proportion of students expected to make better than expected progress and holding staff rigorously to account for achieving them.

## Inspection judgements

### The achievement of pupils is good

- Students' attainment when they join the school is generally significantly below average.
- In recent years the percentage of students attaining five or more GCSE passes at grades A\* to C including English and mathematics has risen significantly. In 2013 the percentage was close to the national average. Inspection evidence from analysing school data, discussions with students, observing lessons and from scrutiny of written work shows that the upward trend is set to continue.
- The proportion of students making the progress expected of them from their individual starting points and the proportion doing better than this in English and mathematics has also grown significantly. Inspection evidence confirms the school's projection that in 2014 and subsequent years, the figures will be at least in line with the 2013 national figures.
- In 2013 the attainment of students known to be eligible for free school meals was above the national figures in English and mathematics. In comparison to their classmates in school these students attained approximately one third of a grade lower in English and one half of a grade lower in mathematics. Inspection evidence shows that the gap is narrowing securely because the progress of students known to be eligible for free school meals is tracked more rigorously and any underachievement is tackled at an early stage.
- The attainment and progress of the most able students, although on a rising trend, is generally below the national figures, especially in mathematics, because activities in lessons are not always as challenging as they should be for these students.
- Students who are disabled or with special educational needs and those who speak English as an additional language generally achieve well because of the strong and effective support that they receive.
- The school checks meticulously on the attendance, behaviour and safety of the few students who attend part-time provision off site. School records show that intervention is especially successful in bringing about significant improvement in these students' attitudes to school and their behaviour.
- The school enters students early for GCSE in English at the end of Year 10. Results are used to decide whether students are best served by continuing to try to improve their grade or whether to study for GCSE in English literature. Inspection evidence shows that early entry has no negative impact on students' attainment.
- The rising trend in attainment and progress in English and mathematics testifies to the school's increasing success in promoting and developing students' reading, writing and mathematical skills. Students are encouraged to read regularly in lessons. They have many opportunities to write at length across a range of different subjects and to apply their mathematical skills to solving problems. However, students' speaking skills are not yet as effectively developed because teaching does not always pose questions to students that require them to give extended and developed answers orally.
- The school uses Year 7 catch-up funding effectively to support lower attaining students with developing their reading, writing and mathematics. School data show that students make rapid progress in reading with most making good strides forward. Students also make good progress in improving their basic skills in writing and mathematics.
- The school's strong and successful commitment to providing equality of opportunity is seen in the rising trend of achievement over time for all groups of students and especially the narrowing gap between students known to be eligible for free school meals and their classmates.

### The quality of teaching is good

- The quality of teaching and its impact on students' progress has improved significantly in recent years. As a result, students' achievement has improved rapidly and securely.
- Although a small amount of teaching requires improvement, most is good and some is outstanding.

- Students say that the quality of teaching is improving and that, consequently, they are enjoying learning a lot more and are making better progress. However, the activities that teachers set for students are sometimes too easy and repetitive, especially in mathematics for the most able students.
- Most teachers plan their lessons effectively with a sharp focus on the progress they expect their students to make. However, occasionally, students are a little uncertain about what is expected of them and this slows their progress.
- While teachers know their subjects well, the quality of questions that they ask to check students' understanding and develop students' speaking skills vary significantly. Sometimes teachers expect and accept simple, one-word answers. Consequently, opportunities to extend students' speaking abilities and confidence are not fully exploited.
- When teaching gets the level of challenge right and challenges students' thinking and reasoning through skilful questions, students make very rapid and assured progress. For example, in two Year 10 information and communication technology classes on the subject of advantages and disadvantages of social networking sites, skilful questioning elicited extended and reasoned answers that not only checked on students' understanding but deepened their knowledge. The activities were appropriately challenging and students enjoyed rising to the demands that teaching made of them. They thoroughly enjoyed their learning and made outstanding progress as a result.
- Teachers mark students' written work regularly. However, the quality of teachers' comments varies too much in showing students what they need to do to make their work better. Students' books do not show that they routinely act on teachers' comments to make corrections or improve their work.

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

- The behaviour of students is good. Students say that behaviour is generally good in lessons and that teachers treat them fairly and most apply the school's behaviour policy consistently. This view was supported by inspection evidence.
- Students are proud of their school. They take good care of the building which is free of litter and graffiti. Students wear their uniforms correctly without being constantly reminded and bring the right equipment to lessons.
- Occasionally, when teaching does not fully engage students' interest or stimulate their desire to learn, students chatter among themselves and do not pay full attention. However, this is the exception rather than the rule.
- The school does its best to support students whose behaviour is poor, including procuring specialist advice and support off-site when necessary. The number of students being excluded either permanently or for a fixed amount of time has decreased significantly in recent years.
- Students say that bullying of any kind is rare and that, when it happens, staff deal with it swiftly and effectively.
- School records show that there have been very few instances of bullying or racism in recent years and that appropriate action has been taken in response when incidents do occur.
- School records and discussions with staff confirm that staff receive appropriate training in managing students' behaviour and in safeguarding. They are fully aware of the procedures to follow in offering support and guidance to students and where to seek advice themselves in difficult cases.
- In the last three years attendance has improved significantly and is now in line with the national average.
- The school's work to keep students safe and secure is good.
- Procedures and policies for safeguarding are fully in place and are reviewed regularly by senior leaders and the governing body. School records show that staff training in safeguarding is regular and thorough.
- Students show firm understanding of what constitute potentially dangerous or risky situations and how to deal with or avoid them. They are fully aware of the risks presented by misusing

social networking sites.

- The responses from parents to school questionnaires show that the majority of parents are satisfied with the quality of behaviour in the school.

### **The leadership and management are good**

- Despite the distractions of having to manage staffing reductions consequent to falling student numbers in recent years, leaders and managers, including the governing body, have been successful in driving the school forward purposefully. Students' achievement has risen year on year and the proportion of good and outstanding teaching has also grown securely. First choice applications from parents seeking places at the school for their children into Year 7 are rising again showing confidence in the school's performance and effectiveness.
- Senior leaders know what the school does well and where it could and should be doing better. Development planning for future success is clear and sharp.
- Leaders and managers check on the quality of teaching regularly. They use the outcomes astutely to target areas that are in need of improvement and providing support and training accordingly.
- Leaders and managers track students' progress towards targets regularly and rigorously. However, the targets that the school set for students' progress and use to check on the performance of staff to make decisions about salary increases are not ambitious enough. This has the effect of dampening somewhat expectations for both students and staff.
- Subject leaders carry out their responsibilities well. They are now more closely involved in checking on the quality of teaching in their areas of responsibility and for holding staff to account for driving up standards, although some are more advanced in this respect than others.
- The range of subjects offered to students is wide and meets their needs. It is complemented by a very wide range of activities in sports, the arts, trips out and in community service that are very popular and broaden students' horizons significantly. These activities are pivotal in students' spiritual, social, moral and cultural development and in preparing them exceptionally well for life in a multi-cultural society.
- Leaders and managers have forged good relationships with the vast majority of parents.
- In recent years the local authority has provided good and effective support, especially in advising senior leaders in procedures to reduce staffing levels and in checking on and developing the quality of teaching.
- Leaders and managers ensure that policies for safeguarding are fully in place and active.
- **The governance of the school:**
  - The governing body is knowledgeable and supportive. It provides good levels of challenge that helps make the school more effective. Governors take regular part in training activities that give them a firm understanding of data to show them how well the school is doing in comparison to other schools both locally and nationally. Governors understand what the school does well and where it could do better, including the quality of teaching and behaviour. They understand fully the link between the appraisal of staff performance and the links with salary progression based on meeting specific targets but have not used comparison with national data sharply enough to challenge the school to set more ambitious targets. The governing body has a firm grasp on finances. They have understood and tackled successfully the impact of the reduction in student numbers on the school's finances by supporting the headteacher in taking appropriate action to deal with a potential budget deficit. Governors ensure that all safeguarding requirements are 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

<b>Unique reference number</b>	119721
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	443553

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>	Mixed
<b>Number of pupils on the school roll</b>	670
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Brunskill
<b>Headteacher</b>	Paul Trickett
<b>Date of previous school inspection</b>	5 October 2011
<b>Telephone number</b>	01254 231051
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