

Batley Business and Enterprise College

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

Inspection dates

22–23 October 2014

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

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- The college's overall effectiveness has declined since the last inspection. High turnover of staff, including at leadership level, although dealt with effectively by the headteacher, has hampered the college's ability to bring about improvements.
- Over time, teaching and its impact on students' achievement are inadequate. In the 2014 GCSE examinations, lower- and middle-ability students especially made inadequate progress in mathematics, the humanities subjects and French.
- The quality of teaching across the college, although improving in recent months, is too inconsistent. College data and work in students' books show that in some subjects students are not progressing well enough to address past underperformance.
- The pupil premium funding has not been used effectively in the past to target disadvantaged students sufficiently; consequently, they make inadequate progress.
- There are still wide gaps in the attainment and progress of different groups of students.
- Weaknesses in the literacy skills of some students when they join the college have not been addressed quickly enough. As a result, some older students lack the skills needed to cope with the more complex work and learning required of them at GCSE level.
- Assessment in some subjects is overgenerous because some teachers' understanding of national standards is insecure. Not all subject leaders are equally as effective in holding teachers to account for students' achievement.
- Where there is weaker teaching, students do not try hard enough to improve their learning and a few are tempted into causing low-level disruption.
- The college's work to keep students safe requires improvement because historically, governors have not regularly reviewed safeguarding.

The school has the following strengths

- The headteacher and her senior leadership team have a clear vision for the development of the college. They display determination to bring about improvement as seen in the securely improving teaching, for example, in English.
- A newly reconstituted governing body is in place and it is monitoring the work of the college more closely and effectively than before.
- The promotion of students' spiritual and cultural values is a strength of the college.
- The introduction of a new marking policy has improved the quality of advice students receive about how to improve their work.
- Students are safe and feel safe at the college.

Information about this inspection

- Inspectors observed 28 parts of lessons taught by 28 teachers. Six lessons were jointly observed with the headteacher and senior leaders.
- Inspectors held discussions with the headteacher and senior leaders about teaching, attendance, behaviour and safeguarding and about assessment and students' progress. Inspectors also talked to students in lessons, informally, and to three groups of students. Meetings were held with college governors, a local authority School Improvement Partner and the National Leader of Education who supports the college.
- With the headteacher and senior leaders, inspectors scrutinised a range of students' written work, data from assessments and college records to review students' progress, their behaviour, the quality of teaching, the curriculum and safeguarding requirements. Inspectors also reviewed the college's own evaluation of its work and its plans for further improvement.
- The responses of 63 staff to the inspection questionnaire were considered, along with seven responses to the online questionnaire (Parent View) and responses to the college's own questionnaire to parents. Inspectors also considered one communication from a parent.

Inspection team

Timothy Gartside, Lead inspector	Additional Inspector
Andrew Henderson	Additional Inspector
Rebecca Lawton	Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Batley Business and Enterprise College is much smaller than most secondary schools and caters solely for boys.
- Over 90% of students are from either Indian or Pakistani heritage, with the remaining few of mainly White British heritage; a higher number than in most schools speaks English as an additional language.
- The proportion of students with special educational needs supported through school action is average. The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The proportion of disadvantaged students supported through the pupil premium funding is above the national average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children who are looked after by the local authority.
- At the time of the inspection the headteacher had been in post as a permanent appointment for two weeks. She had been acting headteacher for the previous eleven months.
- The governing body has been reconstituted recently. Its size has been reduced and following a survey of the skills of members, new governors with specialist skills have been appointed.
- Alternative provision is provided off site for a very small number of students at the Brian Jackson College in Kirklees.
- The college operates an inclusion room on site in partnership with two other schools.
- The college does not enter any students early for GCSE examinations.
- The college met the government's current floor targets, which are the minimum expectations of students' attainment and progress, in 2013.
- Specialist support in leadership and management and teaching is provided to the college by a National Leader of Education from Moor End Academy in Huddersfield.
- On site there is a small animal's farm which was established and is managed by the students.
- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the setting in response to the allegations were considered (where appropriate), alongside the other evidence available at the time of the inspection, to inform inspectors' judgements.

What does the school need to do to improve further?

- Improve the quality of teaching so it is at least good, in order that students make good or better progress across the college in all subjects, especially in mathematics, the humanities subjects and in French, by ensuring all teachers:
 - provide students with the appropriate level of challenge and engage them well in their learning, so they are not slow to settle and prone to causing low-level disruption
 - follow the whole-college marking policy and check the assessment of students' work is accurate and based on a secure understanding of the standards teachers are assessing against
 - consistently set and make sure students meet the college's high expectations of student behaviour
 - require students to always complete and present their college and homework to a high standard
 - provide effective support for students in the development of their literacy and numeracy skills, especially in Years 7 to 9, in order that they are well prepared for their next stage of education.
- Strengthen further the quality of leadership at all levels, including governance, by:
 - ensuring the targeting and monitoring of the impact of the pupil premium funding for disadvantaged

students is sufficiently rigorous

- developing further the consistency of subject leadership, so all these leaders can be equally as effective in holding teachers to account for students' achievement
- ensuring students receive at least consistently good quality teaching through the appointment of effective, permanent teachers and giving even further priority to the training of less experienced and less effective teachers
- governors ensuring that planned reviews of the college's safeguarding procedures and policies are undertaken regularly.

An external review of the college's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

requires improvement

- Leaders at all levels, including governors, are ambitious for the development of the college. Recent improvements, including new staff appointments have not had sufficient time to improve the overall quality of teaching and lead to consistent and sustained improvements in students' achievement, especially in mathematics, the humanities subjects and French.
- The headteacher, and her senior leadership team, have a clear understanding of the college's strengths and weaknesses and have taken decisive action to improve teaching through the performance management of staff. There are now procedures in place to monitor the quality of teaching by visiting lessons and by checking the standard of work in students' exercise books. These procedures have not had the desired effect upon students' progress in all subjects, because some teachers are temporary, while further permanent appointments are to be made. In addition, other teachers, including those who are less experienced, have not fully developed the skills and knowledge required of them to promote good achievement consistently.
- A recent reorganisation of subject leaders has established a more effective leadership team. Many of these leaders show a developing understanding of their role and are beginning to hold teachers to account for the performance of their students. However, the quality of these leaders requires further improvement, because there remains too much variation in the effectiveness of their leadership and their skills in monitoring teaching standards. This variation is reflected in the inconsistent achievement of the students.
- While the college strives to ensure equality, as a result of the inconsistencies in teaching, not all students have the same opportunities to achieve as well as their better-performing peers in the college or nationally.
- Until recently leaders, including governors, have failed to ensure additional government funding is used to best effect. The pupil premium and Year 7 catch-up funding (provided to improve the lower than average standards of students' literacy and numeracy skills when starting Year 7) have not been used with sufficient precision to benefit the students for whom it is intended.
- Leaders monitor effectively the attendance, progress and behaviour of the small number of students who attend alternative provision at the Brian Jackson College in Kirklees.
- The curriculum is broad and balanced and meets the students' needs, including those who attend alternative provision. There are some opportunities for students to be involved in extracurricular opportunities, but participation rates are low.
- A programme of careers education and guidance, supported by an independent careers advisor, ensures students are well advised for the next phase of their education. The majority progress to local colleges and schools with sixth forms. All students in recent years have been placed in education, training or employment on leaving the college.
- The promotion of spiritual and cultural values is a strength of the college. Key themes are taught in appropriate subjects and reinforced in assemblies and 'off timetable' days. There are close and supportive links between the college and the different religious groups within the local area.
- The local authority provides support for the college through commissioning the work of the National Leader of Education from Moor End Academy. This external support has been supplemented by the work of Specialist Leaders of Education who are staff of the college. This internal and external support has begun to improve the quality of senior leadership, the impact of some subject leaders and the teaching of computer science.
- Parents' views are positive. They would recommend this college to others.
- Safeguarding procedures meet requirements.
- **The governance of the school:**
 - The governing body has been reconstituted. Governors were not working effectively as a body or holding the college to account well enough. The governors recognised this deficiency and following an audit of their areas of expertise, reconstituted and appointed new governors. Consequently, there are now more effective systems in place, for example, to monitor pupil premium expenditure and to monitor the college's work to safeguard students. An external review of governance is required to check on and help consolidate the work done so far by governors.
 - Governors are now monitoring the work of the college more effectively in other areas. A series of extended investigations has involved governors in spending time in college considering aspects of its work through discussions with leaders and teachers, scrutiny of documents and discussions with students.
 - Governors have supported the new headteacher in tackling the underperformance of teachers and

rewarding teachers who teach well. The new governing body has a good knowledge of performance-management targets for teachers and how they are related to achievement.

- A strength of the governors is that for a long time they have played a central role in keeping the college at the heart of its ethnically diverse community. Governors understand well the importance of promoting tolerance and other values held in common by different religious faiths.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of students requires improvement. This is because students' attitudes to learning are not consistently positive in all subjects and with all staff. In those lessons in which the teaching does not engage students or which are taken by temporary teachers, students are slow to settle to work, will sometimes shout out rather than put their hand up to ask a question and chatter to their friends rather than listen to the teacher. Such attitudes contribute to the slow progress they make in their learning. However, in the majority of lessons students arrive promptly, show respect and work well with their teachers and with each other; they show enthusiasm for learning and ambition to achieve well.
- Most students behave well outside of lessons. In the dining hall, at break and lunchtime students of all ages mix well together and enjoy speaking to the supervising teachers. In the recreation areas in the immediate vicinity of the main buildings behaviour is good. On occasion, the behaviour of a few students is more boisterous in corridors and in the recreation areas more distant from the college.
- There have been no permanent exclusions in the past three years. The college has done much to bring down successfully the number of fixed-term exclusions; although still above average, the good work in this area continues. The college operates an inclusion room on site in partnership with two other local schools in which students are closely supervised and continue with their studies until they are ready to return to their lessons.
- Those students attending alternative provision behave appropriately in their different learning environment.

Safety

- The college's work to keep students safe and secure requires improvement. All necessary arrangements for the safeguarding of students are in place and monitored by senior leaders. Governors have now put into place arrangements to strengthen their review of safety procedures and policies; they are clear such reviews will need to be undertaken regularly.
- Students feel safe at college and the views of parents and staff concur with this.
- The safety of those students who attend alternative provision is monitored well by the college.
- Incidents of bullying have declined and are now low. Those which occur are dealt with by the pastoral staff effectively. Students show a good understanding of why different forms of bullying, racism and other forms of anti-social behaviour are unacceptable because the college invests time within its curriculum to promote understanding of diversity and tolerance.
- Attendance is above average and the college works hard with parents to improve attendance. Revised procedures for punctuality in the morning have ensured that fewer students arrive late for college.

The quality of teaching

is inadequate

- The impact of teaching over time is inadequate. Although teaching is improving securely as a result of the headteacher's efforts during the previous academic year, the quality of teaching is still too variable. College data and work in students' books from a range of subjects show too many students are not making the progress expected.
- There is insufficient emphasis upon reinforcing basic skills of literacy and numeracy, especially at Key Stage 3. Recent initiatives to promote reading and writing skills in lessons and in form periods are well intentioned, but teachers require further training to ensure they make best use of the time available.
- While assessment in many subjects is regular, it is not always accurate. In some subjects it is overgenerous with the result that students, their parents and senior leaders receive an unrealistic impression of achievement against national standards. This is because teachers do not always have a secure understanding of the standards they are assessing against.
- Students' work in their exercise books and folders shows that in some subjects they make good progress.

This is because the work is pitched at the right level and their teachers insist upon high standards, so that work is presented well and fully completed to the best standard. Homework is often used effectively in these subjects, either to complete unfinished work or to explore topics in more depth. However, in a minority of other subjects, the same students are allowed to produce work of a much lower standard, which is often incomplete and badly presented, due to weaker teaching over time. In these subjects homework, if set, is either not done or done badly.

- The current leadership team, supported by external advisors, have given priority to developing teachers' skills in the planning of lessons so that they can routinely meet the needs of students of different abilities. In some lessons the effect of this work can be seen and students respond well to the interesting subject matter presented thoughtfully by the teacher. Students make less progress in those lessons where they are not clear what it is they are to learn.
- Students with special educational needs and those for whom English is an additional language made at least expected and often better progress in lessons observed during the inspection. This was because the lessons were well planned and teaching assistants were used effectively to support learning; however, progress is not as strong when the specific needs of these students are not catered for well enough.
- The introduction of a whole-college marking policy by the new headteacher has led to improvement in the standard of assessment in most subjects. As a result, students receive better guidance on what they have done well and what they need to improve. However, not all teachers are following this policy and this adversely affects the rate of progress of students.

The achievement of pupils

is inadequate

- In 2014, from their different starting points, students by the end of Year 11 attained standards which were significantly below average and consequently underachieved. The proportion achieving five or more A* to C grades including English and mathematics in GCSE examinations fell very sharply. Too few students made the progress expected in mathematics and the progress of students in English declined compared with 2013. In the humanities subjects, in both 2014 and 2013, the progress and attainment of students were significantly below average. In French, in 2014, there was a significant decline in progress and attainment. Overall, the progress of students of lower and middle ability in 2014 declined most rapidly.
- The college's own data, along with the inspectors' observations of students' learning and from an extensive scrutiny of students' work, confirm that their current attainment, relative to their starting points, is too low. While the overall progress of students across Years 7 to 11 is improving, due to better teaching, it is not fast enough for many students to achieve their targets, for example in mathematics, the humanities subjects and French.
- Not enough attention has been given to the development of students' literacy and numeracy skills across the college. Consequently, students whose basic skills are weak when they join the college find it difficult to express their ideas with clarity, either orally or in writing; this is especially the case when subject content becomes more demanding in Years 10 and 11. Senior leaders have recognised this as a serious issue and the recent appointment of a literacy and a numeracy coordinator and the launch of new initiatives in Years 7 to 9 are beginning to have a positive impact upon the progress of younger students.
- The progress of the most-able students is better than that of students of middle- and lower-ability. The most-able students are suitably challenged in English, mathematics and separate sciences, but their progress still requires improvement because they are not sufficiently challenged in all subjects.
- The progress of students of Pakistani heritage is not as strong as the progress of students of Indian heritage. While this to some extent reflects the national picture, the differences in achievement at this college are currently wider than found nationally and widest in mathematics.
- In 2013, the attainment of disadvantaged students supported by the pupil premium in their GCSE examinations was about half a GCSE grade behind those of non-disadvantaged students in both English and mathematics in the college and nationally. This gap closed in 2014 only because standards overall in the college declined very significantly. The gap in the progress made between all students and those supported by the pupils premium is explained by the fact that until recently pupil premium funds have not been used as well as they might to support the progress of less disadvantaged students.
- The small number of disabled students and those who receive support for their special educational needs make at least expected progress, because they receive good support from teaching assistants and their teachers. Those students receiving alternative provision at the Brian Jackson College also make at least the progress expected of them when following a curriculum which is matched to their needs.

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	107767
Local authority	Kirklees
Inspection number	442200

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 pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	519
Appropriate authority	The governing body
Chair	Geoff Alvy
Headteacher	Samantha Vickers
Date of previous school inspection	21 November 2012
Telephone number	01924 326343
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