

Shuttleworth College

Burnley Road, Padiham, Burnley, Lancashire BB12 8ST

Inspection dates

26–27 April 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- There are too many pupils, particularly those who are disadvantaged, who are persistently absent.
- Some pupils show a lack of pride in their work and around the building by littering.
- The most-able pupils do not achieve as well as they could. Pupils' outcomes require improvement, particularly in history and geography.
- Pupils do not read frequently or widely. There are missed chances in lessons for teachers to develop pupils' reading, vocabulary and speaking skills.
- The effectiveness of teaching varies too much from subject to subject and teacher to teacher. Not all teaching time, such as in form groups, is used effectively.
- Pupils' knowledge and understanding of democracy and government are not well developed.
- The governing body has not made sure the school meets all of its statutory duties.

The school has the following strengths

- Under the effective guidance of the headteacher, leaders have taken action to improve the school quickly.
- Pupils' behaviour has improved and the number of exclusions has reduced. Pupils' attendance has improved significantly and is getting close to the national average.
- Pupils' attainment in a range of subjects is increasing and their progress is accelerating. Pupils' outcomes are good in music, technology, science, art and design, and English.
- Pupils feel safe. They have a good understanding of precautions to take in a range of potentially dangerous situations, such as when using the internet or if faced with extremism.
- Governors have a good oversight of the school's assessment information, which means they are better placed to support and challenge leaders at all levels.
- Senior leaders' actions have improved teaching, the curriculum and pupils' outcomes.
- Pupils are well supported when they make the transition to Shuttleworth from their primary schools.

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

What does the school need to do to improve further?

- Improve the teaching of reading and literacy, including speaking skills, by making sure that:
 - teachers, and other adults in form and lesson time maximise opportunities to increase pupils' vocabulary, reading and speaking skills
 - pupils read widely and often.
- Increase the proportion of pupils, particularly the most able, attaining, and on track to attain, the highest GCSE grades in all subjects.
- Significantly reduce the proportion of pupils, particularly the disadvantaged, who are persistently absent.
- Make sure that all of the school's statutory duties are met.
- Increase pupils' knowledge and understanding of democracy and government.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The reasons why leadership and management require improvement are:
 - leaders have not made sure that all the school's statutory duties are met
 - pupils' persistent absence remains too high
 - too few are on track to attain the highest grades at GCSE
 - pupils' knowledge and understanding of British values, in relation to democracy and the rule of law, are not good. They have only a basic knowledge of local and national government institutions and of wider aspects of democracy, such as free speech.
- The government requires schools to publish a range of documentation on the school website. There are omissions, such as an explanation as to the impact of the pupil premium grant on pupils' outcomes, and some requirements for the policy on special educational needs are not met. The designated teacher for pupils who are looked after does not produce an annual report to governors and there were gaps in pupils' personal education plans.
- In many ways, Shuttleworth is a very different school from that described by the previous inspection report in 2014. This is testament to the hard and effective work of the newly formed senior leadership team. The headteacher, and leaders at all levels, have successfully created a culture of higher expectations of staff and pupils and there is a determination to improve pupils' life chances. The motto: 'Think big. Chase dreams. Succeed together' permeates leaders' decisions and actions.
- The curriculum has changed significantly. Pupils previously underachieved partly because they were following inappropriate subject and course options. Pupils are now interviewed with their parents and carers to make sure they have selected the right subjects for their future. As a result, few pupils need to change courses part-way through key stage 4. The most-able pupils are starting to be challenged more. They have taster days at university to raise their expectations and have bespoke college visits to encourage them to take a more academic route when they leave at the end of Year 11.
- Previously, a well-below-average proportion of pupils successfully made the transition from Year 11 into work or training or further education and many dropped out part-way through their courses. The senior leaders and governors have transformed the systems so that now nearly every pupil has a place after they leave school. Careers education, advice and guidance have also been successfully transformed. Pupils now have a well-designed programme of employment experience when they are in Year 10 and have independent advice about their future from Year 8.
- The Year 7 pupils that inspectors spoke with complimented school staff for making the transition from primary into secondary school smooth and effective. There is a comprehensive programme of activities over the year, which enables pupils to get to know Shuttleworth and its staff very well, particularly for vulnerable pupils or those who have special educational needs or disability. Pupils said that their work is usually a little harder than it was in primary school and they lost no time at the start of Year 7.
- For all pupils there is an extensive range of extra-curricular activities, trips, visits and access to specialist speakers which develop pupils' personal and social skills. Pupils develop their spirituality through frequent reflection times during the day. Music, theatre, art and performing arts add positively to pupils' cultural development, but their knowledge of world religions and other cultures lacks depth and sophistication.
- The leadership of teaching and learning is good and has resulted in some significant improvements to the quality and impact of teaching. A large number of middle leaders have been appointed relatively recently. They monitor teaching to check whether the school's policies and procedures are being followed. This approach, however, does not always identify precisely what should be improved in the different strands or topics within their subjects. A majority of members of staff are proud to work at the school and most agreed that leaders use training and professional development well to support the improvement in the skills of individual teachers. Newly qualified teachers are supported well formally and informally. They value highly their mentor support and chances to discuss how to improve behaviour management.
- External support for the school has been effective in helping staff to check on the accuracy of their assessments of pupils' attainment and progress. The local authority has provided excellent support, brokering expertise from specialist subject leaders to work with staff on teaching, learning and the quality of their assessment information. Improvements in the spending of the pupil premium grant can be traced back to the independent review completed by Haslingden High School.

- There is a very effective system for checking on the effectiveness of alternative provision. Each pupil has a carefully chosen and well-organised curriculum to make sure that they achieve as well as they can. Staff contact the providers daily to check on pupils' attendance and welfare. They meet regularly with parents and carers, pupils and staff at the alternative provider to check on the quality of the curriculum and on each pupil's achievement. There have been some significant changes in pupils' behaviour and attendance as a result of this provision.
- **The governance of the school**
 - The governing body has restructured itself since the previous inspection and is less reliant on a single source of information in making its decisions. It now consults widely among staff and external specialists and uses different sources of assessment information to check leaders' assertions about teaching and pupils' outcomes. Governors use an appropriate range of evidence when making decisions about teachers' pay increases.
 - There are two vacancies on the governing body that are pending until the school becomes an academy. The governing body is working on a system to check it is meeting its statutory duties.
 - The governing body has made sure that it complies fully with the requirements of the 2010 Equality Act. It has successfully amended the curriculum to make sure that pupils who have disability can thrive and succeed. Similarly, its procedures have made the environment safe for pupils of different genders, faith and belief, and sexuality.
 - The pupil premium is a government grant given to schools to close the gap between the outcomes of pupils who are looked after or eligible for free school meals and other pupils nationally. In 2015, outcomes for disadvantaged pupils were exceptionally poor. This group was more likely to be absent, excluded and to underachieve. Given that the previous grant was approximately a third of a million pounds, this was not money well spent. Governors now have a better overview of how the money is being spent and how the disadvantaged pupils are achieving. Evidence shows that the money is now being used more wisely and the gap in achievement is closing, attendance is rising and pupils are less likely to be excluded than previously. Leaders know the pupils who are eligible for the grant well. They have started to tackle any barriers to learning that these pupils have.
- The arrangements for safeguarding are effective. The school has checked the backgrounds, identities and qualifications of adults working in the school. There is a good system in place to contact external specialists in the local authority safeguarding team or in the team that tackles radicalisation and extremism. There are also productive links with parents and carers and external agencies such as social care services, medical professionals and the police to support families. There is an effective system to prevent bullying and to follow up incidents. Case studies indicate that there is an effective system of sharing information with other agencies and for relentlessly pursuing cases when there is a slow response.

Quality of teaching, learning and assessment requires improvement

- One of the main reasons why teaching, learning and assessment are not good is that there is too much variability between subjects and between teachers. Form time, for example, varies significantly. In some classes it is a waste of learning time; in others it is useful and productive. Secondly, the teaching of reading and speaking skills does not have a high enough profile. There are missed chances to make sure that pupils are increasing their knowledge and their understanding of literature or to develop pupils' vocabulary. Few pupils that spoke with inspectors read widely or frequently, or have reading books outside of the class readers in English lessons.
- Thirdly, the most-able pupils are not challenged to produce the highest quality work or answers. Pupils who work or grasp ideas quickly in mathematics do not have enough examples to deepen their fluency or to apply their knowledge to a wider set of examples. In Year 11, there is too much concentration on how to attain a C grade rather than showing pupils ways in which they can attain higher than their targeted grades.
- Fourthly, there is variability in the effectiveness of assessment. In some classes, teachers use simple questions that hinder pupils' thinking, or provide limited feedback when they monitor learning. In other classes, teachers' skilful questions help pupils to deepen their knowledge.
- Pupils' views also reflected what inspectors observed in lessons. They said that they prefer, and learn more, in practical subjects such as music, science, technology and art. They said that when they had to sit and listen in subjects such as geography and history, they learned less.

- There are strengths in teaching. In the most effective subjects, teachers had good subject knowledge, which they used to explain subject content, backed up by visual images and practical, interesting examples.
- In most classes, teachers used their knowledge of equality well to make sure that boys and girls had the chance to answer questions and demonstrate their skills, knowledge and understanding.
- Where teaching is more effective, teachers monitor pupils' learning, provide timely feedback and correct any mistakes or misunderstood ideas.
- The teaching of pupils who have special educational needs is increasingly effective. Pupils are given meaningful activities that engage them in the subject content. Teaching in the learning resource centre is individualised, and the curriculum is personalised; as a result, pupils have a successful reintegration into classes. Leaders have restructured provision so that there is a better system of identifying whether a pupil has particular needs.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. This is mainly because it has not had an impact on pupils' pride in their work, or in their school. After break, during the inspection, there was a lot of debris left behind. Some pupils clearly don't like their crusts as they were discarded on the floor and on the staircases, mingling with crisps and food wrappers. Some pupils do not show pride in their work, with some careless presentation.
- In some classes, pupils do not give their best efforts and showed weaker attitudes to learning, which limited their progress.
- Pupils' responses to the school's survey indicate that a small minority do not feel safe around the toilets and felt that they did not have someone they could talk to. Pupils, parents and staff agree that overall, pupils feel safe and well looked after. The leaders take the results of the survey seriously and have already taken successful action to position a member of staff near to the toilets to prevent any issues developing.
- Pupils have a good knowledge about internet safety and could tell inspectors about precautions they would take when using social media or the internet. Similarly, they know about a range of dangers, such as being induced to get into a stranger's car, and the measures they could take to tackle them. The school's work to alert pupils to the dangers of extremism developing into terrorism has been effective. Any bullying incidents are followed up quickly and robustly.
- Pupils told inspectors that pupils from other countries would be safe and accepted at Shuttleworth. Racist or religion-based derogatory language is rare. Pupils also confirmed that there is little homophobia in the school and pupils with different sexualities are safe and welcomed. Similarly, they said that if a pupil felt they may be transgender, they would feel included and respected.
- Pupils who have adjustments because of an injury, medical needs or disability are well cared for and staff go out of their way to make sure they can thrive. Staff make suitable adjustments for hearing- and sight-impaired pupils.

Behaviour

- The behaviour of pupils requires improvement. One of the main issues is that persistent absence is too high, particularly for disadvantaged pupils. Almost one in five of pupils in school has attendance of less than 90%, which is significantly lower than the national average.
- Parents and staff in the surveys identified pupils in Years 8 and 9 as having weaker behaviour. Inspectors observed, particularly in classes not taught by a specialist or experienced teacher, that low-level disruption restricted pupils' progress. Typical examples were calling out, playing with equipment and talking about non-work issues. In a few classes, some pupils showed a lack of respect to their teachers.
- Vast improvements have been made in the school in the last 18 months. Overall attendance is much higher than it was two years ago and the gap is closing quickly towards the national average. The proportion of pupils who are persistently absent is reducing quickly. The level of exclusions because of poor behaviour is reducing. 'Call outs' to senior staff when there is poor behaviour have reduced from the thousands to approximately 50 a week. Some staff replying to the Ofsted survey still feel that there is a way to go before behaviour is good.

- Pupils said that behaviour in lessons has vastly improved and now they can concentrate on their work much more. Pupils, in discussions with inspectors, said that they are more respectful of others in and around school.
- Staff contact the providers of alternative provision daily to check on pupils' attendance and welfare. There have been some significant improvements in pupils' behaviour and attendance as a result of this provision.

Outcomes for pupils

require improvement

- From their starting points, pupils in the past have made inadequate progress. For example, many pupils in 2015 who started school having attained the expected Level 4 at the end of Year 6 were graded U or G in their mathematics and English GCSEs. The progress they made was well below that of other pupils nationally; the progress of girls and disadvantaged pupils was particularly weak.
- Current pupils have years of low skills, understanding and knowledge to overcome, so teachers spend a lot of time filling in pupils' gaps in knowledge and providing extra lessons to help them catch up. Pupils make frequent mistakes in spelling and grammar and sometimes use only a basic level of vocabulary in their work. In mathematics, for example, teachers had to spend time going over the names and qualities of shapes before starting on the intended lesson content. Predictions for this year indicate lower attainment in geography, history and French.
- The most-able pupils in 2015, and in the school's predictions for this year, do not attain or are not on track to attain the highest grades at GCSE. In too many subjects, the prediction is for no or very few A and A* grades.
- There are signs of improvement. The predictions for Year 11 indicate that a greater proportion of pupils are on track to attain five good GCSEs including English and mathematics. Pupils' attainment and progress are good in technology, art, science subjects, music and in English.
- Pupils' progress is improving in mathematics, but there remains weak mathematical understanding to overcome. This was typified in Year 7. Pupils' work indicates that they are frequently asked to solve problems and through these they also develop their fluency and ability to think mathematically. Similarly, in Year 11 science work, pupils call upon their increasing knowledge about handling data and graphic representation in their experiments. Pupils have ambitious targets. Approximately half of the current Year 7 pupils are on track to meet their targets in English, and 63% of pupils in Year 8.
- Pupils' outcomes in English are improving quickly. In Year 8, for example, pupils complete work with increasingly complex sentence structures and the pupils use the teacher's advice about techniques for writing successfully in their own work. Pupils' English books in Year 9 indicate that pupils successfully plan their writing and adapt non-fiction texts to suit different audiences. Spelling and punctuation errors indicate poor work in the past.

School details

Unique reference number	134994
Local authority	Lancashire
Inspection number	10008153

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

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	764
Appropriate authority	The governing body
Chair	Mr S Davies
Headteacher	Mrs R England
Telephone number	01282 682300
Website	http://shuttleworthcollege.org
Email address	admin@shuttleworth.lancs.sch.uk
Date of previous inspection	16–17 September 2014

Information about this school

- Shuttleworth is smaller than the average-sized secondary school and the overwhelming majority of pupils are of White British heritage.
- Close to half of the pupils meet the government's definition of disadvantaged (pupils who are eligible for free school meals or who are looked after by the local authority).
- More than double the national average of pupils have been identified by the school as having special educational needs or disability.
- A larger proportion of pupils than nationally leave or start at the school part-way through their secondary education.
- The school does not meet the government's current floor standards, which are the minimum expected standards for pupils' attainment and progress.
- There have been consultations to convert the school to an academy. These plans are well advanced and the potential date for transition to a new school is August 2016.
- Blessed Trinity Roman Catholic College provides support to the school.
- The school uses Burnley College and Burnley Pupil Referral Unit as alternative provision. Leaders check to make sure all providers are registered. They make daily calls to check on pupils' attendance and welfare.
- The school does not meet all of the requirements for publishing information on its website. There is no indication of the allocation for 2015/16 of the pupil premium grant or how it will be spent. There should also be a statement about the impact of the previous year's funding on pupils' outcomes and progress throughout the school. The curriculum section meets requirements for most subjects, but for French and science, it does not state what pupils will be studying in each year group. The special educational needs local offer does not meet requirements of what the offer should contain. The information about governors should make clear any relationships between governors and staff or to other governors, their term of office, their date of appointment and who appointed them and their attendance record. There is no mention of the committees of the governing body.

Information about this inspection

- Inspectors observed teaching in a wide range of subjects. Pupils in Years 9 and 10 were involved in examinations during the inspection, so inspectors observed pupils in Years 7, 8 and 11 in lessons and looked at the work produced by pupils in Years 9 and 10.
- Only 16 parents completed Ofsted's online survey, Parent View, so inspectors took into account the school's own survey of parents. There were 187 replies to the school's survey.
- There were no responses from pupils to Ofsted's online survey, so inspectors talked with pupils in and around the school, met formally with three groups of pupils, and took account of the school's own survey, to which 339 pupils had provided responses. Also, 42 members of staff completed Ofsted's online survey.
- Inspectors met with a range of staff, including senior leaders, breaktime staff, newly qualified teachers and teachers who led subjects (middle leaders).
- Inspectors met with three members of the governing body and with a representative of the local authority. They took into account a range of information and school documentation, including the school's improvement plan, latest assessment information, particularly for pupils in Year 11, attendance data and pupils' personal education plans.

Inspection team

Allan Torr, lead inspector	Her Majesty's Inspector
David Selby	Her Majesty's Inspector
Christine Bray	Ofsted Inspector
Bernard Robinson	Ofsted Inspector

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