

# Shuttleworth College

Burnley Road, Padiham, Burnley, Lancashire BB12 8ST

## Inspection dates

26–27 June 2018

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- There have been improvements in pupils' outcomes since the last inspection. However, many pupils still do not make the progress of which they are capable in a number of subjects.
- There is some variation in the quality of teaching. Because of this, over time, some pupils do not make the progress that they should. This is particularly the case for the most able pupils.
- There are times when teachers do not use assessment information to plan learning that challenges pupils. As a result, some pupils do not always use their time effectively during learning.
- There are occasions when pupils do not have sufficient opportunities to build on their knowledge or apply their skills to activities that stretch their thinking.

### The school has the following strengths

- The headteacher has a clear vision. She is uncompromising in her ambition and she has transformed the school's ethos. Leaders at every level share her passion and commitment to securing the very best outcomes for pupils.
- Senior leaders have achieved high standards of pupil behaviour, raised pupils' aspirations and secured improvements in the quality of teaching. Pupils understand the importance of a good education and they enjoy school. The school is a haven for pupils.
- Governors share the vision of the headteacher. The governing body is effective in holding leaders to account for their actions. This is especially the case in ensuring that leaders use additional funding effectively to support disadvantaged pupils.
- Leaders have a clear rationale for their design of the curriculum. They regularly review the impact of the curriculum on outcomes for pupils and make the necessary changes in order to ensure that pupils' needs are met.
- Pupils benefit from strong pastoral support. They feel well supported by staff and they appreciate the help they receive from their teachers.
- Pupils are confident, friendly and courteous. They move around the school in an orderly manner and demonstrate mature and positive attitudes to their learning.
- Staff ensure that pupils access a well-planned programme of careers education. As a result, at the end of key stage 4, almost all pupils move on to further education, employment or training.

## Full report

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

- Improve pupils' rates of progress further, particularly for the most able pupils, to ensure that they achieve the highest grades at key stage 4.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - leaders further reduce the variation in the quality of teaching so that it is consistently good across subjects and year groups
  - teachers use accurate assessment information, consistently and effectively, to plan learning that challenges pupils to make good progress from their different starting points.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has transformed the culture of the school. She has a strong sense of moral purpose and she is committed to improving pupils' life chances. She has led by example to change the attitudes of staff and parents and raise pupils' aspirations. Pupils and their families understand the importance of a good education.
- Senior leaders have created a culture in which high standards of behaviour are the norm. They have an incisive view of the school and a comprehensive understanding of what aspects of the school require further improvement. Plans to improve the school are detailed and accurate. Clear lines of accountability ensure that developments are being realised.
- Standards at the school continue to improve. This is because senior leaders are taking the actions necessary to make Shuttleworth College a good school. For example, since the previous inspection, there have been considerable improvements in pupils' behaviour and in the quality of teaching, learning and assessment.
- The atmosphere around the school is calm. It supports pupils' learning. Pupils show the utmost respect for their environment. They are proud of their school. Leaders have created a safe place for pupils where they want to do well. This is because leaders show pupils the opportunities that a good education can offer. Pupils' rates of attendance show sustained improvement. Most pupils rarely miss a day at school.
- The leadership of teaching is effective and because of this, teaching is improving quickly. Leaders monitor closely the quality of teaching across subject areas. Several new staff appointments have secured higher levels of consistency in the quality of teaching and learning.
- Leaders have taken effective steps to ensure that teachers' assessment information is accurate. This means that leaders have a clear overview of pupils' rates of progress.
- Leaders use precise assessment information about pupils' rates of progress to further improve the quality of teaching. Leaders are confident in the accuracy of teachers' assessment information. However, there is variation in how effectively teachers use this information to plan learning.
- Leaders ensure that teachers benefit from personalised support to refine their practice. Staff value the high-quality training that they receive. They have plenty of opportunities to share good practice, both within the school and with teachers who work in other schools.
- Staff feel well supported by leaders and they are enthusiastic to develop their own teaching further. However, leaders are aware that changes to staffing in some subjects mean that, over time, teaching is not yet securing consistently good outcomes for pupils. This is particularly the case for the most able pupils.
- A number of new appointments and leaders' ongoing investment in training for middle leaders mean that they are increasingly effective in their roles. Middle leaders continue to secure ongoing improvements in pupils' outcomes across the school. This is especially the case in mathematics. In 2017, pupils' rates of progress in mathematics at

key stage 4 were in line with pupils' rates of progress nationally.

- Leaders have a clear rationale for the structure of the curriculum. They regularly review the curriculum and make changes to ensure that it meets the needs of pupils. This has already secured improvements in pupils' outcomes. For example, leaders have made appropriate changes to the curriculum for pupils with lower-than-average starting points. This is having a positive effect on the progress that this group of pupils make.
- Through the 'personal development curriculum', leaders ensure that pupils have the knowledge and skills to progress to the next stage of their education. Pupils benefit from high-quality careers advice and guidance. Because of this, almost all pupils move on to further education, employment or training.
- Senior leaders' increasingly effective use of additional funding has already secured improvements in outcomes for disadvantaged pupils at key stage 4. There have also been improvements in the behaviour and attendance of this group of pupils. Albeit from a low base line, leaders' assessment information and work in pupils' books show that disadvantaged pupils are making faster rates of progress than they have done in the past. There is more to do to ensure that disadvantaged pupils make good progress. However, the differences in their rates of progress compared to other pupils nationally are diminishing.
- Leaders are committed to improving pupils' literacy and numeracy skills. This ensures that their spending of the Year 7 catch-up funding is effective. As a result, pupils who benefit from this entitlement are making faster progress in English and mathematics. For example, leaders review pupils' reading ages to measure the effectiveness of strategies to develop pupils' reading. The number of books that pupils borrow from the school library continues to increase at an exponential rate.
- Shuttleworth College is growing. Increasing numbers of parents are choosing the school for their children in Year 7. Leaders ensure that pupils in Year 6 benefit from an extremely effective programme to support their transition from primary school. Pupils in other year groups can develop their leadership skills through their involvement in this well-planned programme of activities.
- There is an array of initiatives in place to support pupils' spiritual, moral, social and cultural development. Pupils volunteer their time to help several good causes locally. Pupils in Year 10 have recently helped at a local care home for elderly residents. This supports pupils' moral development.
- Pupils develop their understanding of different cultures through an assembly programme that is linked to key dates in faith calendars. For example, leaders have recently delivered assemblies on Ramadan and Eid. Leaders ensure that pupils develop their understanding of British values. For example, pupils have recently discussed the dangers of extreme views through well-planned Islamophobia sessions.
- The school is highly inclusive. Pupils explained to inspectors that they can be open about their sexual and gender identity. Pupils learn about the importance of diversity through a well-thought-out personal, social, health and economic education programme.
- Staff benefit from appropriate training. This allows them to support pupils. Strong pastoral support means that pupils feel they are well cared for by staff.

## Governance of the school

- Since the last inspection, the governing body has been strengthened. A number of new governors have been appointed. Members of the governing body bring skills and knowledge from a wide range of sectors. Governors have also benefited from appropriate training.
- Through appropriate guidance from a national leader for governance and support from the local authority, governors are confident that leaders' information about the school is accurate. Because of this, governors have a correct understanding of the strengths of the school and what needs doing to improve the school further. They are dedicated to securing the very best outcomes for pupils.
- Governors use their knowledge to ask pertinent questions of leaders. This has been successful in securing better outcomes for pupils. The governing body is effective in holding senior leaders to account. For example, governors are meticulous in how they challenge leaders about their use of additional funding to support disadvantaged pupils. As a result, disadvantaged pupils receive their entitlement and they make faster rates of progress than previously.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors have ensured that the systems and procedures to safeguard pupils meet requirements. The school community has a vigilant approach. Leaders' systems to check that adults at the school are safe to work with children are secure. Staff receive regular safeguarding training. They understand the steps they must follow if they have concerns about a pupil.
- Pupils feel safe in school. They learn about how to keep themselves safe, including how to stay safe online. Pupils learn about the dangers of swimming in local rivers in hot weather. Staff ensure that pupils learn about the dangers of extreme views.
- Leaders have created an inclusive community where diversity is celebrated. Incidents of bullying are rare. Pupils explained to inspectors how they are confident that staff will deal effectively with any rare occurrences of bullying.

## Quality of teaching, learning and assessment

## Requires improvement

- There have been considerable improvements in the quality of teaching. However, some variation in the quality of teaching remains within subjects and across year groups.
- Leaders ensure that teachers' assessment information is accurate. Nonetheless, there are occasions when teachers do not use this information well to plan learning. Because of this, some teachers' expectations of what pupils can achieve are not high enough. As a result, teachers plan activities that lack challenge. When this is the case, pupils are unable to use their time effectively.
- At other times, teachers use good subject knowledge to plan challenging learning for pupils. Some teachers provide pupils with plenty of opportunities to build on their prior knowledge and stretch their thinking. Teachers, at times, ask thought-provoking

questions of pupils and reshape their explanations to ensure that pupils can develop their own reasoning skills.

- Teachers are determined that pupils can achieve well, and they have fostered strong and supportive relationships with pupils. Teachers know pupils well. This ensures that pupils are confident to ask teachers for help if they are struggling with their work.
- Pupils value the help they receive from their teachers. This is helping to secure improving outcomes across the school. This is especially the case at key stage 4 as staff work to address the gaps in pupils' knowledge following a legacy of weaker teaching. Most pupils are keen to improve, correct and redraft their work following effective support from teachers.
- On the whole, teachers have high expectations of pupils' behaviour. As a result, most pupils demonstrate highly positive attitudes to learning that support their progress. Overall, work in pupils' books is well presented and pupils take care over their work.
- Leaders' whole-school focus on literacy is securing improvements in pupils' reading, writing and communication. Teachers apply leaders' literacy policy consistently. For example, teachers identify pupils' misspelled subject-specific vocabulary. Pupils are reading more widely and often following several initiatives to promote reading.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders and staff have worked to change the culture of the school. Together, they create a safe, happy and inclusive community.
- The overwhelming majority of pupils demonstrate positive and mature attitudes to learning. Pupils are confident learners who want to do well at school.
- Pupils and staff are proud of their school. Pupils wear their reward badges with pride. They appreciate the positive changes that leaders have already secured. As a result, pupils would recommend their school to a friend.
- Pupils show respect for pupils who are from different cultures and backgrounds. Leaders ensure that pupils are alert to the dangers of radicalisation and the negative effects of extreme views. Pupils explained to inspectors how members of the lesbian, gay, bisexual and transgender community can be open about their sexual identity.
- Pupils explained to inspectors that the best thing about their school is their teachers. This is because teachers know pupils well and understand their needs. As a result, pupils feel supported and well cared for. Pupils are highly positive about the work of the pastoral team. Pupils are confident that there is an adult in school they can speak with if they have any concerns.
- Staff provide appropriate help and guidance to pupils to support them with their emotional well-being. Staff work effectively with external agencies to ensure that pupils receive necessary help and guidance.
- Pupils report that incidents of bullying are rare. They explained to inspectors how staff deal effectively with any incidents of bullying. There is no tolerance for racist or

homophobic behaviour. Leaders promote pupils' understanding of British values. For example, pupils learn about the importance of mutual respect through the personal development programme.

- Leaders work to raise pupils' aspirations has already been extremely effective. For example, since the last inspection, the proportion of pupils going on to study A levels post-16 has increased considerably. Leaders place no limits on what pupils can achieve. Leaders have fostered strong links with local businesses. Staff ensure that pupils are aware of the wide range of opportunities on offer when they leave school. Pupils benefit from high-quality careers advice and guidance that starts in Year 7.
- Leaders ensure that arrangements are in place to check on the personal development and welfare of those pupils who attend alternative provision.

## Behaviour

- The behaviour of pupils is good. Pupils and staff alike exude enthusiasm about the transformation in pupils' behaviour around school. Parents are equally positive about standards at the school. A comment from one parent typifies their views: 'The school is going from strength to strength.'
- Leaders are highly effective in providing support for the small number of pupils who struggle to regulate their own behaviour. As a result, the proportion of pupils excluded for a fixed period continues to decrease and is now well below the national average.
- Pupils are courteous and friendly. This is particularly noticeable at social times, when pupils move around the school in a calm and orderly manner.
- Pupils' rates of absence continue to improve markedly. Rates of absence for all pupils are now in line with national averages. This is because leaders ensure that pupils and their families understand the importance of pupils' good attendance.
- Leaders are quick to identify those pupils whose attendance is a concern and provide pupils with appropriate support. Rates of absence for some groups of pupils are slightly higher than the national average for all pupils. However, this is because leaders refuse to take a small proportion of pupils off the school roll when parents elect to educate their children at home. Leaders ensure that pupils do not go missing in education.
- The proportion of permanent exclusions for the current academic year is higher than the national average. However, leaders only exclude pupils permanently as a last resort.

### Outcomes for pupils

### Require improvement

- There were some improvements in outcomes for pupils in 2017. This is because pupils were able to benefit from considerable improvements in the quality of teaching. For example, in mathematics, pupils' rates of progress were in line their peers nationally. Following a legacy of weaker teaching, the leader of mathematics has been forensic in identifying gaps in pupils' knowledge. This allows teachers to plan learning that builds on pupils' prior learning and addresses their misconceptions.
- Pupils' levels of attainment also compared more favourably with their peers nationally in 2017 than they did in previous years. For example, the proportion of pupils who

achieved a grade C in their GCSE examination was in line with the national average in biology and physical education. However, across several subjects, too many pupils did not make the progress of which they are capable. This was particularly the case in history, geography, computer studies, drama, music and Spanish.

- Leaders demonstrate an accurate understanding of the reasons for pupils' underachievement. They have already taken appropriate action to address these issues. Work in pupils' books shows that outcomes for pupils are on an upward trajectory. This is particularly the case in history and geography. Leaders' assessment information shows considerable improvements in pupils' rates of progress in biology, chemistry, computer studies, English, French and physics.
- Although pupils do not make consistently good progress across the school, more pupils are making good progress as a result of improvements to teaching. This is especially the case at key stage 3, where pupils have been able to benefit from higher standards of behaviour and ongoing improvements in the quality of teaching. For example, more pupils in Year 8 are making good progress in computing and drama than before. In Year 7, more pupils are making good progress in Spanish.
- Nonetheless, there are still some subjects in which pupils do not make good progress. This is particularly the case for the most able pupils. For example, the most able pupils in Year 7 do not make good rates of progress in art and music. In Year 8, the most able pupils do not make good progress in geography, history and drama. This is because the quality of teaching in these subjects has been too variable over time.
- Albeit from a low base line, leaders' actions are securing improvements in the progress that disadvantaged pupils make. This is particularly the case at key stage 3. For example, disadvantaged pupils in Year 8 make good progress in English, mathematics and science. This is because of leaders' effective use of additional funding as well as ongoing improvements in the quality of teaching.
- Leaders' work to develop pupils' literacy skills has been successful. Current pupils make faster rates of progress in English than they have done in the past. Pupils are reading more widely and often. Pupils explained to inspectors about how they read more often than they did at primary school. Some pupils spoke enthusiastically to inspectors about the books that they are reading currently.
- Leaders and staff are passionate about raising pupils' aspirations. Leaders have taken effective action to expand pupils' knowledge of the opportunities an education can offer. Because of this, pupils across all year groups are ambitious. For example, Year 7 pupils explained to inspectors how they would like to pursue a career as a veterinary surgeon or join the Royal Air Force.
- Pupils receive independent and impartial careers guidance through a wide range of opportunities. As a result, the proportion of pupils who move on to further education or training at the end of key stage 4 is above the national average.



## School details

|                         |            |
|-------------------------|------------|
| Unique reference number | 134994     |
| Local authority         | Lancashire |
| Inspection number       | 10045847   |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Secondary comprehensive  |
| School category                     | Maintained   |
| Age range of pupils                 | 11 to 16   |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 746  |
| Appropriate authority               | The governing body   |
| Chair                               | Simon Davies   |
| Headteacher                         | Ruth England   |
| Telephone number                    | 01282 682 300  |
| Website                             | <a href="http://www.shuttleworth.lancs.sch.uk">www.shuttleworth.lancs.sch.uk</a>     |
| Email address                       | <a href="mailto:admin@shuttleworth.lancs.sch.uk">admin@shuttleworth.lancs.sch.uk</a> |
| Date of previous inspection         | 26–27 April 2016   |

## Information about this school

- Shuttleworth College is smaller than the average-sized secondary school.
- The overwhelming majority of pupils are of White British heritage. The proportion of disadvantaged pupils is higher than the national average.
- In 2017, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- In 2017, the school met the Department for Education's definition of a coasting school based on key stage 4 academic performance results in 2015, 2016 and 2017.
- At the time of inspection, 11 pupils follow alternative education provision off the school site at the following providers: Coal Clough Academy, The Heights Free School, Burnley College and The Alternative School.

## Information about this inspection

- Inspectors met formally with groups of pupils from all year groups. Inspectors also spoke with other pupils informally at social times, as well as at the beginning and the end of the school day.
- Discussions took place with senior and middle leaders, classroom teachers and a group of newly and recently qualified teachers.
- A meeting was held with an inspector and five representatives from the local governing body, including the chair of governors. An inspector met with a representative from the local authority.
- Inspectors observed learning across a range of subjects and year groups. These observations included joint observations with senior leaders. During these observations, inspectors looked at work in pupils' books. Inspectors carried out a formal work scrutiny in mathematics, English and humanities. Some of these were carried out alongside leaders.
- Inspectors took into account 65 staff survey responses, 32 responses to the Ofsted online questionnaire, Parent View, and 16 written responses from parents to Ofsted's free-text facility.
- Inspectors scrutinised a range of documents including leaders' self-evaluation and development plan. Inspectors considered a selection of school policies, leaders' assessment information, pupil attendance information, including that relating to groups of pupils, and documents relating to safeguarding.

## Inspection team

|                              |                         |
|------------------------------|-------------------------|
| Emma Gregory, lead inspector | Her Majesty's Inspector |
| Philip Wood                  | Ofsted Inspector        |
| Annette Patterson            | Ofsted Inspector        |
| Linda Griffiths              | Ofsted Inspector        |

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