

Buile Hill Visual Arts College

Eccles Old Road, Salford, Greater Manchester M6 8RD

Inspection dates

4–5 December 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils, especially those who are disadvantaged, do not make the progress of which they are capable across a range of subjects. This is particularly the case in science.
- Too many pupils, particularly those who are disadvantaged, do not attend school regularly. This has a significant negative impact on their progress and attainment.
- The quality of personal, social, health and economic (PSHE) education and citizenship is not good. These areas are not a high enough priority in the curriculum.
- In recent years, leaders have made decisions about the curriculum that have not helped pupils to learn effectively and make good progress in some subjects. Leaders now have a much clearer view of how the curriculum can best meet their pupils' needs and have made changes accordingly. However, those earlier decisions are still having a negative impact on older pupils in science.

The school has the following strengths

- This is a genuinely inclusive school where every pupil is valued. Leaders have created a culture in which all are given the chance to be successful. The way that they nurture vulnerable pupils and those facing challenging circumstances is particularly impressive.
- The trust shares the school's inclusive values. Trustees, executive officers and members of the local governing body work together effectively with senior leaders to bring about improvements in the school.
- Pupils benefit from high-quality careers education, advice, information and guidance.
- Leaders have ensured that most pupils now benefit from high-quality teaching. Teachers plan learning that engages pupils and helps them to develop their knowledge, skills and understanding.
- Most pupils demonstrate positive attitudes to learning. Very strong relationships between teachers and pupils contribute significantly to the quality of learning.
- A strong culture of safeguarding exists throughout the school. All staff contribute to creating a safe and caring environment for pupils.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes, by ensuring that:
 - all pupils make good progress across a range of subjects, particularly in science
 - the progress of disadvantaged pupils matches that of other pupils nationally.
- Improve pupils' personal development, behaviour and welfare, by:
 - urgently improving the attendance of pupils, particularly those who are disadvantaged
 - ensuring that all pupils benefit from a high-quality programme and teaching in PSHE and citizenship education.
- Build on the improvements already made to ensure that the curriculum meets the needs of all pupils, enabling them to make the best possible progress across a range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders firmly believe that every pupil deserves the chance to be successful. This belief is at the heart of the school's philosophy. Leaders have high expectations of and for all their pupils. They have created a culture in which all staff work tirelessly to help pupils overcome any barriers to learning. The wraparound care that the school community provides, particularly to vulnerable pupils, is commendable.
- Leaders have created a truly inclusive school. Their genuine moral purpose can be seen in the way that they welcome pupils into their community who may have encountered difficulties earlier in their secondary education at other schools. A high proportion of these pupils join the school in key stage 4. Often, their circumstances mean that they cannot take a full suite of examinations at the end of Year 11. The negative impact that this may have on the school's published performance data does not deter leaders from offering these pupils a fresh start. These pupils often benefit enormously from the nurturing environment at Buile Hill. As well as developing personally and socially, most gain qualifications that help them to secure college places.
- A strong sense of community runs through the school. A defining characteristic of the school is the quality of mutually respectful relationships that exist between staff and pupils. This is a school where people feel valued. Pupils speak highly of the help and support that they receive from their teachers.
- Senior leaders have high expectations of the staff but are also mindful of their well-being. Senior leaders are understanding of workload issues, particularly when developing new policies and procedures. Staff enjoy working at the school and feel supported by leaders. Nearly all the staff who responded to the online questionnaire said that they felt proud to be a member of the school.
- Leadership of teaching and learning is very strong. Professional development is used effectively to support staff at all stages of their careers. The well-considered programme is also responsive to staff's needs. The reflective and collaborative way in which staff work has a positive impact on their classroom practice. This is especially the case for new teachers, who are very well supported. In the few areas where teaching is less than good, leaders provide the right balance of support and challenge to bring about improvement.
- The quality of subject leadership across the school is generally strong. A high proportion of heads of department are relatively new to their posts. They have a clear understanding of their department's strengths and areas for improvement. They are being supported in their roles by senior leaders in the school and from within the trust. Subject leaders are taking appropriate action to improve outcomes for pupils in their respective areas.
- In recent years, leaders have made curriculum decisions that have not helped pupils to learn effectively and make good progress in some subjects. This has been the case particularly in science, information and communication technology, and modern foreign languages. Leaders now have a much clearer view on what and how they want pupils to learn in these subjects. The curriculum design now provides more effective opportunities for pupils to learn well in a range of academic and vocational subjects.

Earlier decisions that leaders made about the science curriculum are still having a negative impact on Year 11 pupils and, to a lesser extent, those in Year 10. The way that the learning of the separate science subjects is sequenced is not giving pupils the best opportunities to achieve strong outcomes in their examinations.

- PSHE and citizenship education is not a high enough priority in the curriculum. Leaders do not ensure that all pupils benefit from a high-quality programme and strong teaching in this area. Consequently, leaders cannot be certain that pupils are being prepared as well as possible for life in modern Britain. Staff support individual pupils very well in the areas of personal development and welfare, but this is not underpinned by a strong programme for all, for example in areas such as sex and relationships education.
- The school offers a comprehensive extra-curricular programme. Pupils can choose from a wide range of enrichment activities. Leaders also understand the importance of giving pupils the opportunity to be involved in experiences outside of school. They encourage as many pupils as possible to take part in these activities.
- Leaders make sure that pupils have a successful transition from key stage 2 to 3. As well as ensuring that pupils are supported well pastorally, leaders also ensure that they have a smooth academic transition. Leaders work closely on the curriculum with their counterparts in their partner primary schools. This means that pupils are appropriately challenged as well as supported when they enter Year 7.
- Over half of the pupils who attend Buile Hill are disadvantaged. Leaders demonstrate real commitment to helping these pupils overcome their many and varied barriers to learning. Staff are thoughtful and creative in how they help and support these pupils. Leaders know the difference that high-quality teaching can make to disadvantaged pupils, and they ensure that the pupils benefit from this. The impact of this work can be seen in the significant increase in the proportion of disadvantaged pupils who continue into education, employment or training (EET). Last year's EET figure for disadvantaged pupils was above that of other pupils nationally. Despite the range of actions that leaders are taking to improve the achievement of disadvantaged pupils, their progress does not match that of other pupils nationally. Leaders are now focusing on improving the way that they coordinate how they spend the pupil premium funding so that they can evaluate the impact of their actions more effectively.

Governance of the school

- The school benefits from strong governance. There is a very clear scheme of delegation that enables the local governing body and the trustees to work together effectively to support and challenge school leaders. Both bodies share the same inclusive vision for the school. They have an accurate understanding of the school's strengths but are well aware of where improvements are needed.
- The trustees are piloting a new way of working with the local governing body so that governors focus on performance and standards across the school. Members of the local governing body possess the necessary skills and expertise to do this effectively.
- The school benefits from the support of the trust's subject directors. This is particularly

the case in science. The support and expertise of the trust have given senior leaders more confidence to develop a curriculum that is right for the school and its pupils. The trust will continue to work alongside leaders as they continue to hone the curriculum further.

Safeguarding

- The arrangements for safeguarding are effective. All safeguarding protocols, systems and practices are fit for purpose. Staff keep detailed records of safeguarding concerns.
- Staff take swift steps to follow up safeguarding concerns and refer to outside agencies as appropriate. The way that school staff work with external agencies is a strength. Partnerships are well established, which helps to keep pupils safe. Staff have a strong awareness of local issues that may pose a safeguarding risk to their pupils.
- Leaders ensure that all staff have a good understanding of their responsibilities in relation to safeguarding. The high-quality training that staff receive means that they are well placed to spot any signs of pupils being at risk. Leaders have created a strong culture of safeguarding in which pupils feel safe, valued and happy.

Quality of teaching, learning and assessment

Good

- Leaders' actions in the last 18 months have improved the quality of teaching across the school. Most pupils now benefit from good teaching in a range of subjects, but this is particularly the case in English, history, art, drama and physical education. This means that pupils are making better progress than they have in recent years.
- The very positive relationships that exist between staff and pupils make a strong contribution to the quality of learning in most classrooms. Pupils speak highly of the help and support that they receive from their teachers. Most teachers are very skilful at managing any challenging behaviour so that learning is not disrupted.
- Teachers typically use their expertise in and passion for their subject to enthuse and involve pupils in their learning. They use questioning skilfully to check understanding and encourage pupils to develop their own thinking. Many teachers have created very positive learning environments in their classrooms in which pupils feel safe, happy and confident. Some teachers are particularly skilled at creating an ethos of enquiry and reflection that helps pupils to develop their knowledge and understanding.
- Most teachers have high expectations of what their pupils can achieve. They make good use of assessment information to pitch the learning at the right level, ensuring that pupils are challenged to make good progress. In most subjects, the most able pupils are challenged appropriately to attain high standards.
- Leaders are aware that the quality of teaching in science and geography is not as routinely strong as in other subjects. Recent changes to leadership in these areas, and personalised professional development, mean that the situation in these subjects is improving.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. All pupils are valued in this very inclusive school. Leaders have created a very nurturing environment in which pupils can thrive. Pupils' welfare is a high priority for staff. Vulnerable pupils are particularly well supported. However, this high-quality care for individual pupils is not underpinned by a strong programme of PSHE and citizenship education.
- The culture of the school is one that values individuals. Leaders have created an environment in which pupils feel safe and comfortable. Pupils feel well supported. Pupils who spoke with inspectors said that they can talk to members of staff if they are worried about anything. Most of these pupils said that if bullying happens it is dealt with effectively by staff.
- High-quality careers education, advice, information and guidance is a strength of the school. Pupils benefit from the school having its own full-time careers adviser. The comprehensive careers programme comprises a range of events, speakers and visits, as well as help and guidance for individual pupils.
- Leaders ensure that the personal development and welfare of pupils who attend alternative provision is a high priority. Effective communication exists between school staff and the providers. Very thorough procedures are in place to check on these pupils' attendance.

Behaviour

- The behaviour of pupils requires improvement. Leaders have taken a range of actions to improve pupils' attendance. This has had some impact on the current overall attendance rate, but the proportion of pupils who are absent from school remains high. Too many pupils, particularly those who are disadvantaged, do not attend school regularly. Ensuring that they do so is the most urgent challenge facing leaders. The current situation means that a significant proportion of disadvantaged pupils are missing out on the strong safeguarding culture in the school. This level of absence is also having a significant detrimental effect on their progress and attainment.
- Most pupils, particularly in key stage 4, demonstrate very positive attitudes to learning. They value the strong working relationships that they have with their teachers. This means that they get the most out of their lessons. A small proportion of pupils, mainly in key stage 3, do not have good attitudes to learning. Most teachers are adept at managing this behaviour. However, when this is not the case the learning of the whole class is disrupted.
- A notable strength of the school is the way that leaders work with pupils, including those who join from other schools, who have challenging behaviour. Staff provide effective personalised support for these pupils to help them to change their behaviour and make the most of their learning.
- Pupils generally behave well around school. During break and lunchtime, their

behaviour is calm and mature, which is particularly impressive as the dining area is rather crowded. They socialise well and show respect for each other and the many staff on duty.

Outcomes for pupils

Requires improvement

- The published performance data indicates that the progress of pupils, particularly those who are disadvantaged, has been well below average in the last two years. The data shows that, in the last two years, disadvantaged pupils achieved approximately a grade lower across their subjects than other pupils nationally with the same starting points.
- The school's headline performance figures are very concerning, but they do not tell the whole story. Leaders' firmly held belief that all pupils should be given a chance to succeed means that they welcome pupils, even those in key stage 4, who have transferred from other schools. They do not give up on these pupils, or on those who have been with them since Year 7, no matter how challenging they or their personal circumstances are. For valid reasons, some of these pupils are not able to take a full suite of examinations. This has a negative impact on the school's performance data. However, it is important to note that most of these pupils gain qualifications that enable them to embark on college courses.
- There is a direct correlation between pupils' attendance and outcomes. Those pupils who attend school regularly and benefit from the strong teaching make good progress. However, for a significant proportion of pupils, poor attendance has a detrimental effect on their achievement. Some of leaders' earlier decisions about the curriculum have also had a detrimental effect on pupils' outcomes.
- While the contextual reasons behind the headline figures are valid, this does not take away from the fact that, in recent years, too many pupils, particularly those who are disadvantaged, have not made the progress of which they are capable. Recent changes to the curriculum, alongside high-quality teaching, mean that pupils are now making better progress across a range of subjects.
- The remaining area of concern is science, where the legacy of previous curriculum decisions is still having a negative impact on older pupils, particularly in Year 11. The difference between the quality of pupils' learning in science and other subjects is evident in their books. Trustees are aware of the situation and are deploying the director of science to spend a substantial amount of time at Buile Hill.
- The quality of pupils' work in all other subjects is generally of a high standard. Pupils respond well to the high expectations that most teachers have of them. This has a positive impact on their progress. This is particularly evident in pupils' English books, where their work reflects the strong teaching in this department.
- In mathematics, the new leadership has addressed the weaknesses in the key stage 3 curriculum. Pupils are now given work that is more challenging and better suited to their starting points. Teachers in this subject are now using assessment data more effectively to plan learning. The impact of this can be seen particularly in the improved progress and attainment of the most able pupils in Year 11.
- The special educational needs coordinator ensures that teachers and teaching assistants use effective strategies to enable pupils with special educational needs

and/or disabilities (SEND) to learn well. Provision for pupils with SEND is a strength of the school that is recognised by the local authority. Pupils with SEND are very well supported and make good progress.

- Improving pupils' literacy skills has been a high priority for leaders over the past year. The strategic leadership of this area is very strong. Leaders' approach has not focused on 'quick fixes' but has put literacy and oracy at the heart of high-quality teaching.
- Pupils are very well prepared to move on to further education, training or employment. Information on destinations for 2018 shows that the proportion of Year 11 pupils, including those who are disadvantaged, who go on to further education, training or employment is now well above the national average.

School details

Unique reference number	143059
Local authority	Salford
Inspection number	10056729

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	747
Appropriate authority	Board of trustees
Chair	Paul Woodmancy
Headteacher	James Inman
Telephone number	0161 7361773
Website	http://builehillvisualartscollege.co.uk
Email address	buileadmin@builehillschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is a smaller-than-average-sized secondary school that converted to academy status in August 2016. It is part of the Consilium multi-academy trust.
- Consilium trustees are responsible for the core governance functions of setting the school's direction, holding the headteacher to account and ensuring financial probity. The members of the local governing body are appointed by the trustee. The scheme of delegation sets out clearly what powers have been delegated to the local governing body and executive officers.
- The proportion of disadvantaged pupils is nearly twice the national average.
- Where it is appropriate, the school uses alternative provision for some pupils. The school works with the following providers: Brighter Futures, The Prince's Trust, The Canterbury Centre, Salford Online and Salford's pupil referral unit.

Information about this inspection

- Inspectors observed teaching and learning in lessons across a range of subjects, including joint observations with leaders. Inspectors looked at pupils' work during their observations. Inspectors carried out a work scrutiny with a senior leader.
- Inspectors met with four groups of pupils. They also talked with others informally during breaks and lunchtimes. Discussions were held with staff, including senior and middle leaders, and newly and recently qualified teachers. The lead inspector met with a trustee and the chief executive of the multi-academy trust. She also met with three members of the governing body. The chair of the local governing body dialled in to this meeting. The lead inspector also met with two representatives from the local authority and had a telephone conversation with the school's improvement partner.
- Inspectors took account of the 52 responses to Ofsted's online Parent View survey, and the seven free-text responses.
- Inspectors took account of the 67 responses to the online staff questionnaire. There were no responses to the pupil online questionnaire.
- Inspectors scrutinised a range of documents. These included the school's self-evaluation and improvement plan, and information about the school's performance.

Inspection team

Anne Seneviratne, lead inspector	Her Majesty's Inspector
David Roberts	Ofsted Inspector
Stephanie Gill	Ofsted Inspector
Deborah Bailey	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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