

# Buttershaw Business & Enterprise College Academy

Reevy Road West, Buttershaw, Bradford, West Yorkshire BD6 3PX

## Inspection dates

18–19 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
16 to 19 study programmes	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Although current pupils are now making better progress, leaders and the trust have not acted quickly enough, since the school became an academy, to ensure that pupils are achieving consistently well across the curriculum.
- The quality of teaching and assessment, although improving, remains variable. Some teachers do not challenge pupils consistently well to think deeply about their learning.
- The progress of disadvantaged pupils is improving. However, leaders and governors do not check on the effect of actions to support disadvantaged pupils well enough.
- While permanent exclusions have declined this year, fixed-term exclusions remain too high.
- There are signs that behaviour is improving. However, low-level disruption affects pupils' learning in some classes. Pupils' behaviour in corridors can be boisterous.
- Leaders do not ensure that incidents of bullying are recorded consistently. Consequently, leaders do not effectively identify trends over time.
- Too many pupils are regularly absent from school. This has a negative effect on their progress.
- The school's literacy policy is not consistently applied. Weak literacy skills affect some pupils' learning, particularly boys.
- New middle leaders are in the early stages of developing their skills in identifying the effect of actions to improve the quality of teaching.

### The school has the following strengths

- The new head of school has accelerated the school's improvement since her appointment in June 2018. The quality of education is improving.
- The strong personal development programme, including in the sixth form, ensures that pupils learn about managing risks outside of school.
- Effective careers advice and guidance ensure that pupils progress to appropriate destinations.
- Stronger leadership of teaching in some subjects, including in mathematics, modern foreign languages (MFL), science and history, means that pupils are making better progress.
- Leaders have ensured that a wide variety of extra-curricular and enrichment activities complement the curriculum.

## Full report

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

- Improve the effectiveness of leadership and management by:
  - ensuring that leaders use school information, particularly around bullying and behaviour, to identify and address trends and patterns
  - ensuring that bullying incidents are logged more accurately, including follow-up actions
  - developing the role of new middle leaders so that they more accurately identify the effect of actions taken to improve pupils' learning and progress
  - checking that the Year 7 catch-up and pupil premium plans are implemented effectively, and evaluating the impact of actions to address gaps in pupils' learning and progress.
- Improve the quality of teaching, learning and assessment to ensure that all pupils make good progress across the curriculum by:
  - ensuring that all staff have equally high expectations of pupils' learning and progress
  - ensuring that the policy for improving pupils' literacy, presentation and handwriting is consistently applied
  - ensuring that teachers' questioning requires pupils to think deeply about what they are learning
  - increasing challenge for pupils so that they do not lose interest in their learning when the work is too easy
  - fostering a strong reading culture across the curriculum.
- Improve pupils' personal development, behaviour and welfare by:
  - addressing with greater urgency the behaviours which lead to fixed-term exclusions in order to considerably reduce their number
  - improving pupils' attendance and reducing the number of pupils who are regularly absent from school, so that pupils' attendance is at least in line with the national average
  - eliminating low-level disruption in lessons and boisterous behaviour around the school so that all pupils feel safe.

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

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- When the school became an academy in September 2016, leaders, governors and the trust did not take swift enough action to halt the decline in pupils' progress. This is reflected in pupils' below-average progress in their GCSE and A level examinations in the last two years. However, the new head of school, with more effective support from the trust, has stemmed this decline.
- There have been considerable changes in staffing over the last three years. A new head of school was appointed in June 2018. A new chair and vice-chair of the governing body were appointed in September 2018. The head of school, supported by the executive principal, has made a range of changes which are beginning to have a positive effect on the quality of education. Most staff support these changes. As a result, staff morale is improving.
- High-quality professional development for staff is beginning to improve the quality of teaching. However, variation in the quality of teaching remains across the curriculum.
- Middle leaders are committed and dedicated to improving the quality of education further. They are being held to account for the quality of teaching and the progress made by pupils in their subjects. Middle leaders make checks on the quality of teaching through lesson visits and scrutiny of pupils' work. However, middle leaders, in particular those who are new to their role, do not always evaluate the effectiveness of actions to improve the quality of teaching and learning in their areas of leadership.
- The school gathers a range of information about pupils' behaviour. However, leaders do not use this information effectively enough to identify trends and patterns.
- Leaders do not effectively check actions taken to support pupils in Year 7 who need to catch up in literacy and numeracy. Leaders have introduced strategies to improve the attendance and progress of disadvantaged pupils. There is evidence that disadvantaged pupils' progress is beginning to improve. However, their attendance remains below that of other pupils in the school and gaps in disadvantaged pupils' progress remain compared to their peers and other pupils nationally.
- Leaders have revised the curriculum. Leaders have now ended the practice of entering pupils early for GCSE examinations, which had been in place in the school prior to its conversion to academy status. Leaders now operate a three-year key stage 3 curriculum, as they feel this is in the best interests of pupils. Leaders provide a broad and balanced curriculum overall, supplemented by a range of extra-curricular and enrichment opportunities.
- Leadership of special educational needs is strengthening. As a result, pupils with special educational needs and/or disabilities (SEND) are increasingly well supported. Parents and carers of pupils with SEND, who made their views known to inspectors, talk positively about the support their children receive.
- Six per cent of the overall parent body responded to Ofsted's online questionnaire, Parent View. Most parents agree that pupils are happy and safe in school. However, some parents hold mixed views about the school. For example, some parents are

unhappy about the lack of communication between home and school. Leaders and governors understand that there is much work to do to improve the reputation of the school in the community. As a result, a new governor has been appointed with the aim of working to build relationships with the community.

## **Governance of the school**

- In September 2018, considerable changes were made to the governing body to include an experienced chair and vice-chair. Governors now hold leaders more effectively to account. They have established link governors who are responsible for evaluating the effectiveness of a particular aspect of the school. For example, there is a link governor for safeguarding. Governors are beginning to visit the school more frequently to meet with leaders to provide support and challenge.
- Governors are clear about the areas in need of further improvement. For example, they acknowledge that pupils' attendance is not good enough. Governing body minutes show that governors are challenging leaders to improve pupils' attendance more swiftly.
- Governors receive external reviews of the school's work. This is helping them to check and validate the effect of leadership.
- Governors do not question leaders well enough over trends and patterns of incidents of bullying and poor behaviour. Neither governors nor trustees have questioned leaders over very low recording of incidents of bullying.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff recognise the signs that may indicate that a child is at risk of harm. Staff training on radicalisation and extremism ensures that they understand any risks in the community.
- Leaders ensure that referrals are made in a timely manner to external agencies if pupils and their families are in need of additional help and support.
- The curriculum provides a number of opportunities for pupils to learn about keeping themselves safe from harm. For example, pupils learn about the dangers of grooming and child sexual exploitation.
- Leaders ensure that a number of staff are trained in safer recruitment. All legal checks are made on staff to ensure that they are suitable to work with children.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- The quality of teaching, learning and assessment, although improving, is variable across the curriculum and requires improvement. A legacy of poor teaching over time has led to gaps in pupils' learning and progress.
- Teachers' expectations of pupils' learning and progress are not consistently high. Sometimes activities lack challenge. In the lessons which were observed where teachers set higher expectations of what pupils can achieve, pupils respond well and

demonstrate positive attitudes towards their learning. However, in those lessons where the pupils do not feel challenged, this often leads to low-level disruption.

- Pupils' presentation and handwriting are variable across subjects. At times, pupils' weak literacy skills, particularly those of boys, hamper their learning and progress. Pupils' incorrect spelling of important subject-specific vocabulary is not routinely addressed by staff.
- In subjects such as history and science, teachers ensure that pupils have opportunities to re-visit their learning. However, in other subjects, pupils sometimes do not retain and consolidate their learning over time because there are limited opportunities for pupils to review and re-visit their prior learning.
- In some subjects, teachers' questioning enables pupils to think more deeply about what they are learning. However, inspectors witnessed pupils giving very brief responses to questions. Teachers did not typically encourage pupils to develop their answers further. Teachers' over use of praise when pupils give very brief answers to questions is an issue in some classes.
- In subjects such as mathematics, improvements to the quality of teaching and learning have been hampered by instability in staffing.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Many pupils told inspectors that bullying is dealt with well. A considerable minority of pupils, in response to Ofsted's pupil questionnaire, do not feel that the school deals with bullying effectively. Leaders do not ensure that bullying incidents are logged consistently. This means that leaders do not routinely check bullying trends and patterns over time. A few pupils, in the online inspection questionnaire and the meetings with pupils, indicated that they did not feel confident to report incidents of bullying.
- Leaders ensure that pupils learn about how to keep safe outside of school through a programme of personal, social, health and economic education. For instance, pupils understand how to keep themselves safe online. Pupils learn about the dangers of grooming and the importance of healthy relationships. The community police officer, who works in the school two days a week, and the school's welfare team, support pupils to help keep them safe.

### Behaviour

- The behaviour of pupils requires improvement.
- A number of staff and pupils, who made their views known to inspectors, say that behaviour is improving. The new behaviour policy is beginning to have a positive effect on improving pupils' attitudes towards their learning. However, a considerable minority of pupils and parents, who responded to Ofsted's questionnaires, have concerns about

behaviour. A few staff also expressed concerns about boisterous behaviour from pupils in corridors. Inspectors witnessed some unruly behaviour from pupils in corridors during the inspection.

- Incidents of low-level disruption were seen during the inspection in some classes. However, where teachers set higher expectations, pupils behave well and demonstrate positive attitudes towards their learning.
- Although many pupils told inspectors they feel safe in school, some pupils told inspectors that if there is a fight in school, this makes them feel unsafe.
- The proportion of pupils permanently excluded from school has declined this year. However, fixed-term exclusions remain too high.
- Leaders have introduced a range of strategies to improve pupils' attendance. Leaders are not complacent. Improving pupils' attendance remains a main priority. The proportion of pupils who have 95% attendance this year has increased by 33%. However, pupils' absence remains above the national average. Persistent absence has increased slightly this year and remains too high, particularly for disadvantaged pupils.
- There are a small number of pupils who attend alternative education provision for part of the school week. Pupils' attendance has improved as a result of accessing this provision.

## Outcomes for pupils

## Requires improvement

- In recent years, Year 11 pupils have made weak progress across their GCSE subjects, particularly disadvantaged pupils. In 2018, the progress made by pupils by the end of Year 11 declined. Leaders identified that this was partly due to over 200 pupils' GCSE outcomes in MFL not counting in government performance measures.
- Pupils' workbooks show that current pupils are making better progress, particularly in history, science and mathematics. However, pupils' progress remains variable across the curriculum.
- The progress of disadvantaged pupils is improving. However, in some year groups, for example in Year 9, disadvantaged pupils' progress is not consistently strong.
- The number of pupils entered for the English Baccalaureate (EBacc) has increased this year. EBacc entries were affected last year by the pupils' GCSE MFL outcomes not counting in government performance tables. In 2017, a higher proportion of pupils than found nationally achieved the EBacc. Leaders are ambitious for more pupils to study the EBacc. As a result, Year 10 entries for the EBacc are more in line with the current national average.
- The proportion of pupils studying MFL is higher than the national average. Pupils' outcomes in MFL are stronger than in other subjects due to more effective teaching and leadership.
- There is not a strong culture of reading across the school. There are missed opportunities to develop pupils' reading skills and love of reading across the curriculum.
- The school's careers programme is comprehensive and starts in Year 7. Leaders use the Gatsby Benchmarks as a framework to plan and improve the school's careers

programme. A higher proportion of pupils than found nationally progress to education, employment or training at the end of Year 11.

## 16 to 19 study programmes

## Requires improvement

- A very small number of students continue their studies into the sixth form. Leaders have made the decision to continue sixth form provision into Year 13 for current Year 12 students. However, there will be no students in Year 12 next year and the school's sixth form will close in 2020.
- Over time, students have made below-average progress in their vocational and academic qualifications. This is due to variability in the quality of teaching in the sixth form. The head of school has made improving the sixth form provision a main priority. Consequently, the quality of teaching is improving. However, sixth form leaders do not check well enough on the effect of actions to improve the quality of teaching in the sixth form.
- Leaders ensure that the school meets requirements for the 16 to 19 programmes of study. Non-qualification activities are varied. Students talk enthusiastically about the additional experiences they receive in the sixth form. For example, they learn about first aid, mental health and how to spot fake news. Students spoke positively about a recent talk from an external speaker on the dangers of radicalisation and extremism.
- Students develop their leadership skills in the sixth form. For instance, they enjoy doing outreach work and supporting pupils in the school library.
- The sixth form careers programme is comprehensive. Students in Year 12 embark on work experience. There are links with business and enterprise to help prepare students for life beyond school.
- The rates of retention of students on their courses in recent years have been at least in line, or above, the national averages. There has been a slight decline in retention rates this year. An increasing number of students have applied to university this year, including Russell Group universities.
- Students are positive about their sixth form experience. They behave well, are well-cared-for, and have good relationships with their teachers. Consequently, most attend well.

## School details

Unique reference number	142825
Local authority	Bradford
Inspection number	10087484

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

Type of school	Secondary
School category	Academy sponsor
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,411
Of which, number on roll in 16 to 19 study programmes	85
Appropriate authority	Board of trustees
Chair	Philip Turner
Head of school	Ruth Hartley
Executive principal	Jane Tiller
Telephone number	01274 676 285
Website	<a href="http://www.buttershaw.net">www.buttershaw.net</a>
Email address	<a href="mailto:admin@buttershaw.net">admin@buttershaw.net</a>
Date of previous inspection	Not previously inspected

## Information about this school

- This school is a larger-than-average-size secondary school.
- Buttershaw Business and Enterprise Academy converted to become an academy school in September 2016. When its predecessor school was last inspected by Ofsted in 2015 it was judged to be inadequate overall.
- The school is part of Bradford Diocesan Academies Trust, a multi-academy trust. Responsibility for the school rests with the board of trustees. The structure of the



trust's governance and management can be found on the trust's website.

- The majority of pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils known to be eligible for the pupil premium funding is above the national average.
- The proportion of pupils with an education, health and care plan is below the national average.
- A very small number of pupils attend alternative education provision at Bradford Central Pupil Referral Unit, Motivate8 and Pipeline.

## Information about this inspection

- Inspectors visited a number of lessons across a range of subjects and year groups. Many lesson visits were carried out jointly with members of the senior leadership team.
- Inspectors spoke to pupils informally during breaktimes and lunchtimes. Inspectors also met formally with pupils from Years 7, 8, 9, 12 and 13.
- An inspector listened to some pupils from Years 7 and 8 read.
- An inspector held a telephone conversation with a parent. An inspector also held a telephone discussion with the local authority designated officer for child protection and the local authority 'Prevent' duty lead.
- An inspector held a discussion with the school's local community police officer.
- Inspectors spoke to a number of staff during the inspection, including teachers new to the profession.
- Inspectors scrutinised pupils' work with leaders.
- An inspector met with three governors, including the chair and vice-chair of the governing body. An inspector also met with the chief executive officer and the director responsible for secondary schools across the trust.
- Inspectors scrutinised a wide range of documentation relating to the school's work. These included: the school's self-evaluation document, reports from external reviews, information about current pupils' progress and attainment, minutes of governing body minutes, and documents relating to attendance, behaviour, welfare and safeguarding.
- Inspectors took account of the 89 responses to Parent View, Ofsted's online questionnaire, including the free-text responses. An inspector considered email correspondence from a parent. Inspectors analysed the 67 responses to the staff survey and the 239 responses to the pupil survey.

## Inspection team

Michele Costello, lead inspector	Her Majesty's Inspector
Lynne Selkirk	Ofsted Inspector
Gordon Watts	Ofsted Inspector
Stephen Crossley	Ofsted Inspector
Tim Johnson	Ofsted Inspector

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