

Broughton Business and Enterprise College

Inspection report

Unique Reference Number	119759
Local Authority	Lancashire
Inspection number	291533
Inspection date	15 March 2007
Reporting inspector	Andrew Johnson HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School	887
Appropriate authority	The governing body
Chair	Mrs Judith Fawbert
Headteacher	Mr Robert Davies
Date of previous school inspection	1 May 2001
School address	Woodplumpton Lane Broughton Preston Lancashire PR3 5JJ
Telephone number	01772 863849
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Broughton Business and Enterprise College is a comprehensive school of average size situated on the northern outskirts of Preston, a large and diverse suburban and rural area. It draws students from a wide range of socio-economic backgrounds and over 30 feeder primary schools. The school was one of the first to gain specialist business and enterprise status in 2002 and has more recently gained a second specialist status for modern foreign languages. The proportion of students who receive free school meals is below average. Approximately 90% of students are of White British heritage and slightly more than that speak English as their first language. Around average numbers of students have additional learning needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Broughton Business and Enterprise College is a good school with some outstanding features. Students benefit from an excellent curriculum which successfully meets the needs of all learners. Extensive extra-curricular activities contribute significantly to students' personal development and well-being. The vast majority of parents are very positive about the school. Students say they enjoy school and feel safe and well supported. The very strong leadership of the headteacher and senior team has resulted in significant and sustained improvements to students' achievements.

The majority of students enter the school with levels of attainment that are around the national average. The majority achieve standards which are well above average in GCSE examinations. Girls' attainment is generally higher than boys. Students make good progress overall in Key Stages 3 and 4. However, they make far better progress in mathematics than in English. Students who have learning difficulties and/or disabilities make good progress and generally reach or exceed the targets set out in their individual education plans.

The quality of teaching and learning is good. Teachers work hard to get the best out of their students and plan lessons carefully. Most students respond well to their teachers and behave maturely around the school and in lessons. Levels of attainment and progress in the lessons observed by the inspector were good. There is, however, an inconsistency in the way some teachers mark students' work. Whilst most students know their current level of progress and what they need to do to improve, this is not always the case. Furthermore, a minority of teachers rely on a limited variety of teaching methods resulting in some students not being sufficiently challenged. The school's leadership is tackling these matters with some urgency and early indications suggest that good progress is being made.

Students make good progress in their personal development and well-being. Attendance levels are high and students enjoy coming to school. Students benefit from the school's specialist status and its excellent partnerships with other organisations. This includes the very good transition arrangements between schools, the excellent curriculum and the much improved buildings and resources. Students take part in a significant number of relevant vocational options in Key Stage 4, which meet their needs well. Almost all students leave Year 11 with a place at a local college, training provider or go into employment.

The care, guidance and support the school provides are good. Senior staff, teachers and support staff work closely together to provide students with very effective pastoral support. They are generous with their time and often go the extra mile to ensure students are well cared for. Academic support is good. Students receive good impartial careers guidance not only for the immediate future but also for their longer term employment. The school recognises that the tracking of any underachievement in terms of academic progress is not consistent enough and does not result in appropriate support in all cases. It has begun to take action to tackle this issue and there are already some signs of improvement.

The leadership and management of the school are good. The headteacher and senior leadership team have made significant changes, including improvements to the curriculum, the manner in which all staff are held accountable for their work and the use of data to measure performance. This has resulted in improvements to the quality of teaching and learning and the sustained improvement in students' achievements. The school accurately measures its own performance and produces detailed and challenging plans for improvement. The recent initiative to increase

the opportunities for teachers to observe each other's work is having a very positive effect. Lessons are observed frequently and there are high expectations of teachers and students. Currently, managers are focusing on ensuring that the excellent progress students make in mathematics is matched by that made in English and science. There are many positive signs that the recent management difficulties in this area have been resolved and students are beginning to benefit from the more challenging approach. Governance is good. Governors adopt a good balance between supporting senior leaders, setting them challenging targets and holding them to account. Governors have a good understanding of the school's strengths and areas for improvement. Financial management is strong.

What the school should do to improve further

- Improve the range of teaching methods used in some classes.
- Improve the tracking of progress to ensure that students reach their potential.
- Improve the consistency of marking and the use of planners to keep parents and students well informed of what they need to do to improve.

Achievement and standards

Grade: 2

Achievement is good and has improved significantly over the last three years, but there is scope for yet higher achievement in some subjects. Most students enter the school with average levels of attainment. Good teaching and an excellent curriculum motivates students to work hard and achieve well. By the end of Key Stage 3, the majority reach standards that are above average. At Key Stage 4, standards have risen significantly since the appointment of the current headteacher. Approximately 75% of students achieved five or more A* to C grades at GCSE in 2006. High proportions of students also achieve five or more A* to C grades including English and mathematics in comparison to national figures. A quarter of all GCSE passes were awarded A and A* grades in 2006. The proportion of students who do not achieve any GCSE passes is very low and below the national average. Progress in mathematics, information and communication technology (ICT), modern languages, leisure and tourism and business studies are particularly strong. Students' progress in English, although satisfactory has not kept pace with other subjects. The school has made changes to the management of this area to improve matters. Students with learning difficulties and/or disabilities make good progress because of the support and care they receive. Students grow in confidence and maturity and make great progress in developing their musical, artistic and sporting skills.

Personal development and well-being

Grade: 2

Students' personal development and well-being are good. Students behave very well in lessons and around the school. Attendance rates are high. Students enjoy lessons and are keen to do well. The participation rate in sporting activities is very high and students choose from a healthy range of foods because they are extremely health conscious and recognise the need for a healthy diet and frequent exercise. Students play an active part in the life of the school and the school council is particularly successful. The council often meets the governing body to make sensible and well thought out suggestions that often lead to improvements; for example, the creation of a small memorial garden where students can sit quietly and reflect. Students' spiritual, moral, cultural and social development is good because of the effective assemblies and the good pastoral support they receive. This is a happy school and students say incidents

of bullying are rare. The business and enterprise curriculum provides an excellent preparation for students' economic well-being. Students make a very good contribution to their community by taking part in many worthwhile local events whilst performing in the school orchestra and choir and through charitable fundraising.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers work hard and plan lessons carefully. In the best lessons, students are actively involved in their learning and there is a lively atmosphere with a good variety of activities. Teachers are knowledgeable and enthusiastic, presenting topics in a clear way. They ask questions that encourage good levels of thinking and this draws out thoughtful answers from students. Lessons are particularly effective when students are actively involved in their own learning and take part in group tasks. Often teachers use projectors and whiteboards to enliven teaching. However, in some cases teachers' explanations go on too long and there is a tendency for students to get distracted and lose interest. There is inconsistency in the marking of students' work and a minority of teachers do not take enough care to ensure that they give useful written feedback in exercise books. The school recognises the importance of assessment and is working on a project to make students more aware of their targets and what they need to do to improve.

Students make good progress in lessons and show high levels of attainment. Boys' progress has improved significantly, although further improvement is required before it matches that of girls. Students develop good study and research skills because they make very effective use of the library. Students with learning difficulties and/or disabilities also make good progress and achieve well because of the effective academic support they receive from classroom assistants.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum for its students. The development of students' maturity and readiness for the world of work is excellent because the school has adapted its curriculum effectively to meet their needs. A personalised approach to curriculum choice enables students to participate in a very wide range of courses including vocational options in school and at local colleges. In Key Stage 4, for example, students take part in lessons at the end of the normal school day thus allowing other students to study a range of courses at local colleges. Students are provided with a very firm foundation for further study and a very high proportion progress into further education. Students comment very favourably on the breadth of their opportunities and the way in which the school prepares them for the transition to further education. They develop a very good understanding of the world of work and enterprise because of the opportunities provided by the school's specialist status. Many students travel to school over considerable distances; despite this, there is an excellent range of activities provided at lunchtime and after school. Teachers are very generous with their time to ensure that extra-curricular activities take place. Many students excel in extra-curricular music and sport and this contributes significantly to their positive attitudes towards the school.

Care, guidance and support

Grade: 2

The care, guidance and support for students are good. Pastoral support is particularly effective. A well planned induction programme ensures that Year 7 students integrate quickly. Students receive good impartial advice and guidance about careers and further education. The monitoring of academic progress is supported by accurate data systems. However, in some departments there is a lack of consistency in the way underachievement is recognised and hence progress of a minority of students is not as good as it could be. The school has identified a small but increasing number of students who require even more support to ensure that their behaviour matches the high standards required. Very positive relationships exist with the majority of parents; communication is usually effective and parents' evenings well attended. However, in a small number of cases the school does not communicate areas of concern quickly enough or in sufficient detail to allow parents to respond. The school is very committed to inclusion and often welcomes students who have been excluded from other schools. The numbers of exclusions are low in comparison to national averages. Safeguarding procedures are robust and child protection arrangements follow local authority guidelines and are frequently reviewed.

Leadership and management

Grade: 2

Leadership and management are good. The leadership of the headteacher and the senior leadership team is very good and has led to significant improvements in achievement and standards over the last three years. The headteacher and governors set out a clear vision for the school that focuses on the quality of teaching and achievement. Senior managers encourage teachers to try out new approaches to teaching and learning and not simply resort to tried and tested methods. In the small number of areas where improvements have taken place more slowly and not kept pace with the rest of the school, middle management positions have been changed. The new managers show great determination and energy to drive forward improvements; the early indications are that their efforts are beginning to have a positive effect. Self-evaluation is good and the school accurately identifies its strengths and areas for improvement. Students make use of the much improved resources and buildings because senior managers have been successful in bidding for external funding. Much needed improvements to the facilities in science and modern foreign languages are about to be completed. The school gives good value for money. Partnership arrangements with other schools, colleges and employers are very strong. Governance is good because governors are very supportive of the school, have a good understanding of its strengths and areas for improvement and at the same time rigorously measure the performance of the headteacher and his senior team. Senior staff, teachers, parents and governors are determined that the school should improve even further and have proven by their track record of success that there is an outstanding capacity to improve. The school has demonstrated significant and sustained improvements over the last three years in achievement, teaching, learning and curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Broughton Business and Enterprise College

Woodplumpton Lane

Broughton

Preston

Lancashire

PR3 5JJ

16 March 2007

Dear Students

Thank you for contributing to the recent inspection of your school. I enjoyed visiting lessons and talking to a number of you and to some staff. I looked very carefully at the results of the questionnaires sent in by your parents or carers and the vast majority were very positive and supportive of the school.

I am writing to summarise what I said about your school in the report, which is shortly to be published on Ofsted's website. There are many good points:

- your school is a good school with an ambition to get even better
- teaching is good and helps you reach high standards
- you told us you feel safe and enjoy coming to school
- there is little bullying or bad behaviour and there is good help and advice available
- the headteacher has a strong team of senior staff who are helping him make really positive changes.

To improve further the school needs to take the following actions:

- increase the variety of teaching methods used in some classes
- improve the consistency of marking and the use of planners
- improve the tracking of progress to make sure all students are making the most of their talents.

I hope that you continue to work hard and enjoy yourselves to make the school an even better place to be.

Yours sincerely

Andrew Johnson

Her Majesty's Inspector of Schools