

Batley Business and Enterprise College

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 107767 |
| Local Authority | Kirklees |
| Inspection number | 319256 |
| Inspection dates | 14–15 May 2008 |
| Reporting inspector | Jan Bennett HMI |

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

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| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11–16 |
| Gender of pupils | Boys |
| Number on roll | |
| School | 535 |
| Appropriate authority | The governing body |
| Chair | Mr G Alvy |
| Headteacher | Mr James Ryan |
| Date of previous school inspection | 14 March 2007 |
| School address | Batley Field Hill Batley West Yorkshire WF17 0BJ |
| Telephone number | 01924 326343 |
| Fax number | 01924 326348 |

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Introduction

Batley Business and Enterprise College was last inspected in March 2007, when it was served with a notice to improve because of significant concerns relating to achievement and standards and the quality of teaching and learning. This inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Batley Business and Enterprise College is a small school for boys aged 11 to 16. Most students come from areas of Batley suffering from high levels of social and economic disadvantage and a high number of students are eligible for free school meals. Students join the school from over 20 primary schools and their attainment on entry is below average. A higher than average proportion has learning difficulties and/or disabilities. Almost four fifths of students are from minority ethnic backgrounds and three quarters speak English as an additional language. The school has had full service extended school status and specialist business and enterprise status since 2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with Section 13 (5) of the Education Act of 2005, HMCI is of the opinion that the school no longer requires significant improvement.

The school is improving and now provides a satisfactory education for its students. Under the capable leadership of the headteacher, successful strategies have been introduced that have addressed the weaknesses identified at the last inspection. Standards are still below average but rising and students are now making satisfactory or better progress in lessons because of improvements in behaviour, better quality teaching and more robust monitoring systems.

Students receive good quality support and they are cared for well. Support for students with learning difficulties and/or disabilities is managed well and enables them to achieve in line with their peers. Behaviour is good. Students are very polite and behave sensibly as they move around school. Most behave well in lessons but a small minority need skilful handling to keep them focused on their work. Students are from a wide mix of cultural and ethnic backgrounds but they show consideration and respect for each other and work very well together. Students are prepared well for working life and many more will leave school this year than did last year with qualifications in English, mathematics and information and communication technology (ICT).

Teaching is now satisfactory and strategies to improve the quality of lesson planning have been successful. Assessment information is used much more effectively by teachers to tailor lessons to meet the needs of the full range of students. The curriculum is satisfactory and improving. The Key Stage 3 curriculum is being strengthened and the 'golden curriculum' for vulnerable students in Year 7 is very effective. The Key Stage 4 curriculum is responsive to the needs of students.

Specialist business and enterprise status has enabled the school to build strong links with local and business communities. There is a good range of courses in the specialist subjects and, although the school did not meet all its specialist school targets in 2007, internal data indicate that targets will be met this year. The full service extended school status is strengthening links with parents and other partners.

Senior leadership and governance are sound but the quality of middle leadership is more variable. Responsibility for the drive to improve the quality of teaching and learning is shared by too many people and needs tighter coordination, a sharper focus and stronger links with staff development. The system for monitoring achievement data is used well but other information is used less effectively to evaluate the impact of developments. Leaders actively engage in collaboration with other schools and partnership working is good. The school provides satisfactory value for money and has a satisfactory capacity to improve further.

What the school should do to improve further

- Increase the proportion of good and outstanding teaching.
- Improve the leadership of teaching and learning and strengthen links with staff development.
- Make self-evaluation more incisive so that the impact of developments is evaluated effectively.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Standards are rising but are below the national average. In 2007 the proportion of students achieving five or more GCSE passes at grades A* to C increased by 6%. Test results in English, mathematics and science at the end of Key Stage 3 also improved especially in English. Internal school data indicate that standards will rise further this year, particularly in Key Stage 4.

Achievement has improved and the declining trend has been reversed. Students in Key Stage 3 make satisfactory progress relative to their starting points when they join the school. Students also make satisfactory progress in Key Stage 4. Progress in English is good in both key stages. The standard of work seen in lessons is satisfactory overall and students are making satisfactory or better progress. Students are set realistic but challenging targets that are used increasingly to improve achievement. Strategies to reduce the wide variation in achievement of different groups are beginning to have a measurable impact.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Students make a good contribution to the school and wider community. They raise money for a wide range of local and international charities including a school for deaf and physically disabled children in India. Four students went to India to help at the school last year and twelve are going this year. They are learning sign language and raising funds in preparation. Spiritual, moral, social and cultural development is good with students being encouraged to think of others and show respect for all. The promotion of citizenship and self-respect gives students the confidence to live together in a harmonious community. Students are prepared well for the world of work and work experience introduces them to some of the skills they will require in later life. The specialist business and enterprise status has a noticeable impact through enterprise activities and displays across the college. Students understand the ideals of Fairtrade. Students behave well, are polite to visitors and are proud of their college. Attendance is improving but remains stubbornly below the national average despite the best efforts of the school. The comprehensive personal, health and social education programme ensures that students respond well to the healthy eating initiatives and many attend the breakfast club.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is now satisfactory. There is evidence in the school's own and external monitoring that teaching is improving steadily. Teachers plan lessons carefully. Lesson plans are detailed and contain information about the needs of individual students and how they will be met. Teachers use students' subject targets to inform their planning and they are knowledgeable about which students have learning difficulties and/or disabilities.

Many teachers' questioning skills are under-developed and they allow the same students to answer all the questions. They miss opportunities to use questioning to check understanding and to involve all students in discussions. In the best lessons, questions are thoughtfully targeted so that the most able students are stretched and the least able students are still able to

contribute. In the weakest lessons, the pace is pedestrian and there is a lack of enthusiasm from both teacher and the students. Tasks and activities in these lessons are routine and do not stimulate or challenge students sufficiently.

The quality of marking is variable. There are examples of very good practice where the teacher gives regular written feedback that tells students how to improve their work, but some marking is cursory and a small minority of books are not being checked often enough.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Statutory requirements are met and there is good provision within the specialism. Enterprise permeates every subject area and all students study GCSE statistics and an appropriate ICT course, although there have been problems with ICT courses in the recent past. In the last few years too few of the most able students have been attracted to business courses but the school believes this will change now that all students study business in Year 9. Drama has recently been introduced into the Year 8 curriculum. The 'golden curriculum' for students at risk of underachieving in Year 7 works well to promote literacy and integrate the students into the school. There is a wide variety of courses in vocational areas such as engineering, retailing, construction and catering. The school responds well to groups of students with particular vocational interests and demands. For example, a bespoke course was provided for a group of Year 11 students with an interest in horticulture. However, a number of the most able Year 11 students who passed GCSE French early have not been able to study French at AS level as promised. Provision for personal and social education is good. Extra-curricular activities are satisfactory. There is a range of sports on offer, including archery and SCUBA diving, but a lack of performing arts activities.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Good links with primary schools and a carefully prepared induction programme ensure that students settle quickly. One parent told inspectors of her concern when her son transferred to the school but said, 'He enjoys school so much. He is flying and just loves being at school.' There are good links with a wide range of external agencies and the pastoral system is strong. Students feel safe and know that they have someone to help them when they need it. Students with learning difficulties and/or disabilities are well supported. Teaching assistants and other support workers ensure that all students are encouraged to achieve as well as they can.

Students are aware of their targets and the tracking system ensures that those who underachieve are given help to improve. Rewards and the celebration of success are an integral part of school life and this adds to students' enjoyment. The information on students' progress is shared with parents through review meetings and written reports. Postcards are sent home when a student does particularly well and parents are contacted by telephone or letter if a student's performance begins to deteriorate.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has improved over the last year and achievement is now satisfactory. Whilst teaching and learning have improved steadily, school leaders have not ensured that sufficient teaching is good. The link between lesson observations and staff development is not strong enough to drive improvements forward quickly. The school runs smoothly on a daily basis and resources are managed well but there are still some unresolved staffing difficulties. The school has shown a satisfactory capacity to improve and offers satisfactory value for money.

The school is inclusive and leaders monitor the performance of different groups of students carefully, taking action to address underachievement. Statutory safeguarding procedures are observed and measures to ensure health and safety are in place. There are good links with partner institutions and leadership and management of the specialism is strong.

Governance is satisfactory. Governors are kept well informed and have a sound knowledge of the school. Senior leadership is satisfactory and the accountability of middle leaders has been increased. Although the quality of middle leadership is variable, it is satisfactory overall. Leaders know the school well but self-evaluation is not sharp enough. Leaders have collected a wealth of information and data but they do not summarise and analyse it sufficiently to be able to evaluate the impact of developments effectively.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The capacity to make any necessary improvements | 3 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

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 extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 3 |
| The attendance of learners | 3 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Batley Business and Enterprise College, Batley, WF17 0BJ

Thank you for contributing to the recent inspection of your school. We enjoyed meeting you, seeing you at work and hearing your views. We are pleased to tell you that your school provides a satisfactory and improving education. Our main findings are summarised below.

You are making satisfactory or better progress in lessons and although standards in national tests and examinations are below average, they are improving. Many Year 11 students have already got qualifications in English, mathematics and ICT and the school's data show that GCSE results should be better this year. The 'positive discipline' system is effective and behaviour is now good. You work well together and show consideration and respect for each other. You are making a good contribution to the community through your fundraising and charity work, especially the IndiAbility project. Attendance is lower than average, however, and you must make every effort to reduce the number of times that you are absent from school. Teaching and learning are satisfactory and teachers plan lessons well. The curriculum is satisfactory and improving. We were particularly impressed with the 'golden curriculum' in Year 7 and the range of courses in business and supporting subjects. The care, guidance and support that you receive are good and we agree with you that the school is a safe place in which to learn. Mr Ryan, managers and governors are providing satisfactory leadership and management and we have asked them to do the following in order to improve the school still further:

- increase the amount of good and outstanding teaching
- tighten the coordination of the drive to improve teaching and link it closely with staff training
- check the impact of new developments more carefully to make sure they are effective.

We would like to thank you for contributing to the inspection and wish you well for the future.