

## PROTECT - INSPECTION

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24 June 2009

Mr Martin Burgess  
Headteacher  
Shuttleworth College  
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Lancashire  
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Dear Mr Burgess

Special measures: monitoring inspection of Shuttleworth College

Following my visit with Terry McDermott, Peter Bannon and Peter McKay Assistant Inspectors, to your school on 22 and 23 June 2009, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the fourth monitoring inspection since the school became subject to special measures in February 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly qualified teachers may be appointed.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Education for Standards and Inclusion for Lancashire.

Yours sincerely

Gillian Salter-Smith  
Additional Inspector

Special measures: monitoring of Shuttleworth College

Report from the fourth monitoring inspection on 22–23 June 2009

## Evidence

Inspectors observed the college's work, scrutinised documents and met with the headteacher, senior and middle leaders, groups of students, governors, a representative from the local authority, and the National Challenge Adviser.

## Context

Staffing is strengthening with the appointment of a new director of mathematics and a new head of religious education. There are still significant staffing difficulties but they are fewer than on previous visits. Many teaching posts continue to be covered by short-term and longer-term supply staff.

From June 2009 the college has piloted a change of school day to five, one-hour lessons and the college started a new school year at the same time.

The statutory notice has been published for the college to become a Foundation Trust School as part of the recently established Burnley Education Trust which will be fully operational from September 2009.

The new building continues to support the college's efforts to establish a positive learning ethos but some difficulties, such as poor ventilation and excessive background noise, can have an impact on the quality of learning in lessons.

## Achievement and standards

Although standards remain well below average they are beginning to rise. The proportion of students on track to achieve five or more A\* to C grades at GCCE, including English and mathematics, at 32% is an improvement on the previous year. The college is on course to meet its very modest statutory target. It is not on course to reach its more recently established very challenging targets.

Reliable assessment information shows that the progress of students taking GCSE this year has accelerated considerably since the last monitoring visit. Students have responded positively to additional support and well-focused interventions. Poor attendance continues to affect academic performance. Students with a 95% or higher rate of attendance are close to meeting challenging targets. Many students whose attendance falls to less than 90% underachieve considerably. Girls outperform boys in many subjects. Assessment information shows that standards at the end of Year 9 are rising. However, standards overall remain well below the national average and the college's very challenging targets are not yet met.

The college's tracking data and observation of lessons show that across the college standards are beginning to rise and progress is beginning to accelerate. Students respond positively to increasingly effective teaching and make good progress in many lessons. In lessons where they are challenged to think for themselves and work independently, often in pairs and groups, they are well motivated and enjoy learning. For example, most GCSE students in a music lesson learned a great deal about the influence of different styles of music on modern-day pop songs through a team approach to research. However, there is still a small proportion of lessons where progress is inadequate because teaching is not effective.

Progress since the last visit on the area for improvement:

- Increase significantly the rate of students' progress to raise standards – satisfactory.

### Personal development and well-being

Students' behaviour has improved further since the last visit. A large majority of students behave well. This is because college leaders have worked steadily to set basic minimum standards for self-discipline, which are monitored closely, and which are now accepted by most students as being both sensible and reasonable. At break and at lunchtime the college site is, on the whole, calm and peaceful. During lessons, students' attitudes to learning are improving. When teaching is demanding and challenging, students respond well and are fully engaged in learning and they behave well. Students are responding positively to greater consistency in the use of the college's behaviour management systems. There are, however, lessons where there is too much low-level disruption which is not fully challenged.

The rate of attendance remains stubbornly below the college's target, but it has risen during this current college year and is better than in the previous year. The number of persistent absentees has fallen, even though the college continues to accept students who are persistent absentees from other colleges during the year. Staff continue to work hard at improving attendance, and recent initiatives to reward full attendance are proving attractive to students. The work of the 'Attendance Panel' and the 'Student Support Panel' are showing a marked impact on increasing the number of students in each year group with 100% attendance. Nonetheless, although systems are in place they are not always used rigorously enough to drive up overall attendance rates quickly enough. Students themselves say that when they do not come to college they are not challenged quickly enough about their absence.

The college has succeeded in reducing significantly the number of students who arrive late at the start of the day. The rate of students arriving late has fallen from over 8% last year to around 5% this year. During the inspection, the percentage of students arriving late for college was around 4% which is still too high. Punctuality at the start of lessons has improved, with time being given for students to move from one part of the building to the other. Few lessons are disturbed by late arrivals.

The college has maintained its improvement in the number of students being excluded. No students have been permanently excluded since the last monitoring visit and the number of days lost to learning by exclusion has fallen markedly.

Progress since the last visit on the area for improvement:

- Continue to improve students' attendance and behaviour – satisfactory

#### Quality of provision

The proportion of good or better lessons has risen since the previous visit. There is still inconsistency in the quality of teaching although the proportion of lessons where learning is inadequate is reducing.

There were a number of examples of outstanding teaching where learning was very much enjoyed by students. Progress in these lessons was excellent. In a lesson in Year 9 on graphic products, students were set goals to maximise their learning. They assessed each other's work and set their partner a target for improvement. After a sustained period of independent work each student's work was discussed by the class to assess its quality and students developed high levels of responsibility for their own learning. In the best lessons students are interested and want to learn. Since the last visit there are more examples where teachers involve students actively in their own learning and ensure that they maintain concentration for a sustained period and consolidate what they have learned. Progress is good in such lessons because teachers set tasks that challenge most of the students. There is more consistency and better quality of feedback informing students how to improve than at the previous visit, both in lessons and in their workbooks. Students are more actively involved in assessing their own and each other's work. While teachers assess the performance of their students accurately, many still do not use this information to set different tasks for students within the same class to ensure that every student is fully challenged. Most teachers do not focus sufficiently in lessons on improving literacy skills. A small number of inadequate lessons were seen. In these lessons, the management of students' behaviour was ineffective and students showed little interest. They made little progress.

The inclusion team has improved the provision for students with learning difficulties and/or disabilities. After recent training, faculties are now better equipped to write and use individual education plans for students. Plans are increasingly more specific in relation to different subjects and they provide clearer guidance for teachers and support staff in lessons. Targets are more relevant and detailed. A further development has been that students who feel the need for additional help can now apply themselves for extra support rather than wait to be referred by a teacher. The support for students with behavioural difficulties continues to improve by widening the range of resources available, for example, to enhance the college's anger

management provision. The college analyses the success of individual students and groups of students rigorously.

The use of assessment information to identify and tackle underachievement is more embedded at senior- and middle-leader level. The college gathers accurate information on students' performance regularly and systematically. Senior and middle leaders (progress and subject leaders) have a clear picture of how well each student is progressing personally and academically. They are able to measure the progress being made by different groups of students and individuals and can quickly spot when individuals begin to fall behind. Students themselves verify this. This enables the college to quickly set up interventions to meet individual student's needs. The work of the 'Achievement Panel', a group of senior managers who interviewed individual Year 11 students, ensures that the effectiveness of these interventions is kept under close scrutiny.

Students say they find the student review days helpful because their teachers can gain a better understanding of their concerns and the issues they face. The students feel that through individual consultations with teachers they gain a better understanding of the demands they will be facing in the forthcoming year.

All teachers are supplied with a wide range of information about the academic and personal progress students are making. It is still not used well enough in the planning of all lessons to set appropriately challenging work to closely meet the learning needs of all students.

Arrangements for ensuring the safeguarding of students, including checks on overseas trained teachers, new and supply staff, meet current government requirements.

Progress since the last visit on the areas for improvement:

- Eliminate unsatisfactory teaching and increase the proportion that is good — satisfactory
- Use assessment data consistently across the college to identify and tackle underachievement – satisfactory

## Leadership and management

The rigorous systems for monitoring and evaluation identified at the last visit are now firmly embedded and increasingly effective. Senior leaders have clearly defined responsibilities for the line management of one or more curriculum areas and hold regular review meetings with subject leaders, sharply focused on strategies to raise standards and improve teaching. Middle leaders have a good understanding of their responsibilities and are constantly developing their capacity to undertake effective monitoring and evaluation of their areas of responsibility. This is evident in the comprehensive reviews compiled in response to searching questions about the

performance of their subjects or faculties, which in turn inform the college's improvement plan. Regular lesson observations and scrutiny of teachers' planning and students' work are now routine. A wider range of monitoring activities is developing. Mini-inspections, 'learning walkthroughs', student shadowing and scrutiny of behaviour 'hotspots', sometimes undertaken without prior notice, help to broaden the evidence base for evaluating performance. Outcomes are used both to target support for individual teachers and to identify aspects of teaching and learning in need of development across the college. Students' progress is closely monitored and tracked and the process is effective in identifying and triggering support for those who are underachieving. Monitoring has been less effective in ensuring that teachers' use of readily available assessment data to inform lesson planning is consistent.

Governors' capacity to be fully involved in monitoring and holding the college to account is improving because they are increasingly well trained and informed about all aspects of the college's work.

The college improvement planning is structured around the areas for improvement identified at the last inspection. Plans are regularly updated as improvements are secured and new priorities emerge. A new plan will be in place for September 2009.

The college has moved further towards meeting statutory requirements. The curriculum for Years 10 and 11 provides the entitlement for physical education and information and communication technology. A disability equality scheme has been put in place to meet the requirements of the Disability Discrimination Act 1995. The college profile has been approved by the governors. Some progress has been made towards meeting the requirement to promote community cohesion. A thorough audit of current provision has been made. The outcomes are in the process of incorporation into a coherent strategic plan. Governors and senior leaders are well aware of what more needs to be done to meet requirements.

All college improvement plans set out actions which are sharply focused on improving students' academic progress and personal development. The impact of such plans is reviewed regularly against clearly specified success criteria, which are measurable and, where possible, quantifiable. Improvement plans are based on accurate and evidence-based evaluation of the college's strengths and weaknesses and do not set unrealistic expectations, so success criteria are achievable. They are linked to precise timescales, which are useful milestones in gauging progress towards the intended outcomes.

Progress since the last visit on the areas for improvement:

- Identify clear success criteria in college improvement plans – good
- Improve the quality of monitoring and evaluation to assess accurately the impact of actions taken on students' learning and personal development – good

- Ensure all statutory requirements are fully in place – satisfactory

#### External support

The local authority provides a good level of effective support through the work of the learning and teaching coach, consultants and advisory teachers. Much effective support has been provided to develop the skills of middle leaders especially.

The college is becoming increasingly capable of supporting its own development and improvement. More staff are involved in providing effective professional development and coaching to support improvements in learning and teaching.

The college continues to benefit from access to National Challenge funding, in providing additional staffing which is well focused on areas of need, with for example, the recent appointment of the director of mathematics who is also a member of the senior leader team.

Since the last visit, the National Challenge adviser has worked effectively alongside senior leaders and the local authority monitoring inspector to support the production of a National Challenge Plan, and carry out effective reviews of specific areas of the college, such as the provision for students with learning difficulties and/or disabilities.