

Shuttleworth College

Inspection report

Unique Reference Number	134994
Local Authority	Lancashire
Inspection number	341593
Inspection dates	16–17 June 2010
Reporting inspector	Gillian Salter-Smith

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 of pupils on the school roll	924
Appropriate authority	The governing body
Chair	Mrs Maggi Harris
Headteacher	Mr Martin Burgess
Date of previous school inspection	27 February 2008
School address	Burnley Rd Padiham Burnley BB12 8ST
Telephone number	01282 682300
Fax number	01282 775054
Email address	admin@shuttleworth.lancs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by five additional inspectors and they observed 38 lessons and 39 teachers. They held meetings with groups of students, staff, governors, the local authority monitoring inspector, the National Challenge adviser and a local primary headteacher. Inspectors observed the college's work and looked at documents provided by the college that included the college's self-evaluation form; the raising achievement plan; reports from the local authority monitoring group; data on students' progress, attainment, behaviour and attendance; and policies and documents relating to safeguarding. Questionnaires were received and analysed from 151 parents and carers and a number from students and staff.

The inspection team reviewed many aspects of the college's work. It looked in detail at the following:

- the improvement in attainment, learning and progress of current students, especially in English, mathematics and science
- behaviour around college and in lessons, especially where students are taught by supply staff
- attendance rates for the current year, including persistent absence
- consistency in the quality and impact of teaching and assessment, particularly the use of assessment information to ensure that tasks are matched to students' different abilities, and the usefulness of marking
- the rate of improvement brought about by leaders, including governors.

Information about the school

The number of students on roll is average and is increasing year-on-year. A well above average proportion of students are known to be eligible for free school meals. The proportion of students with special educational needs and/or disabilities is well above the national average and there is an above average of proportion of students with a statement of special educational needs. The vast majority of students are from White British backgrounds and of those students from minority ethnic backgrounds, a few are in the early stages of learning English as an additional language. A well above average proportion of students join or leave the school at times other than the usual start in Year 7. A very few students are looked after by adults other than their own parents. The college moved into a new building in September 2008. It is part of the Burnley Learning Partnership and became a National Challenge Trust school in September 2009 with the majority of the governing body appointed by the Burnley Education Trust.

The college has attained the National Healthy Schools award and the Financial Management Standards in Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Shuttleworth College provides a satisfactory quality of education. It is improving strongly and has a good capacity to improve further because leaders and managers, including the governing body, have been determined and effective in bringing about significant change for the better in all aspects of the college's work since the previous inspection. Supported by the move to a new building, leaders and staff have built a positive ethos that supports learning. Behaviour is satisfactory with the vast majority of students conforming to the college's high expectations. Students are increasingly proud of their college. They make a good contribution to the college and the local community through the conscientious way they take on responsibilities. Attendance is average and has improved dramatically since the previous inspection helping students to accelerate their progress. Although attainment is low, especially in English, mathematics and science, it is improving securely and quickly. Learning and progress are satisfactory and improving rapidly. In response to well targeted support, older students are increasingly catching up on a legacy of underachievement. A good curriculum, well supported by partnerships with local providers, ensures that courses are well matched to individual needs. Consequently, more students enjoy their chosen courses and attendance and achievement are improving. The strong pastoral support, particularly that provided for students with special educational needs and/or disabilities and those students whose circumstances have made them vulnerable is good. As a result, most students are helped to overcome barriers to learning and improve their attendance. Rigorous procedures for safeguarding students help most to feel safe, secure and confident that staff will support them when they need it. The college is aware that, despite much effort, they have not yet succeeded in involving enough parents and carers in fully supporting their children's learning.

Accurate self-evaluation, based on rigorous monitoring of the college's work has helped identify the right priorities for further improvement. A resolute focus on improving the quality of staffing and teaching has been effective resulting in satisfactory teaching and learning. In a large majority of lessons teaching and learning were at least good. However, staffing is not yet stable and continuity of learning is disrupted for some classes because of the impact of temporary staff. Rigorous use of assessment ensures that teachers and leaders are held accountable for students' progress. Assessment information is used to identify underachievement quickly. A wide range of effective support is then provided that helps improve students' motivation and progress. Information on students' progress is not used fully by all teachers to ensure that

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learning is planned sufficiently well enough to match the different abilities in lessons; consequently some students are not always fully challenged.

What does the school need to do to improve further?

- Raise attainment and achievement overall and particularly in English, mathematics and science by:
 - continuing to improve the stability of the staffing to ensure continuity of teaching and learning
 - ensuring data on students' progress are used consistently well by teachers to match the work in lessons to the needs and abilities of all students, and provide challenge
 - finding ways to engage more parents and carers in supporting their children's learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Most students find lessons interesting and appreciate the way teachers make lessons fun by using a variety of approaches to learning. Students usually work well in pairs and groups and are increasingly confident to discuss their work with each other and contribute to class discussions. They are particularly well motivated to achieve well when tackling practical tasks, as was seen in a number of design and technology lessons when they knew exactly what was expected of them. A small minority of students find it difficult to conform to the college's expectation of good behaviour especially where temporary staffing has disrupted the continuity in teaching and learning.

Attainment is low but improving securely. Many current Year 11 students have accelerated their progress during their final year in response to well targeted support. The college's data on Year 11 students, much of which is based on accreditation already secured, show that attainment and progress in English, mathematics and science is on track to improve compared to previous years. Attainment and progress in a number of other subjects such as art and design, design and technology and information and communication technology (ICT) is set to improve significantly. Attainment and progress across the other year groups is accelerating, with many students on track to make satisfactory progress. The college is not content with this and sets challenging targets for staff and students to aspire to. Students with special educational needs and/or disabilities in Key Stage 3 are making better progress than their peers in response to improved well-targeted support. Among older students, boys are not attaining as well as girls but the gap between them is closing. The college's work on raising girls' achievement has been successful in raising their attainment, so that although low it is closer to the national average than boys, especially in English

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Students' improved attendance is a factor in their accelerating progress. The proportion of students who are persistently absent has reduced a great deal and is much closer to the national average. Many students are involved in a wide range of community activities, for example, leading sporting activities in primary schools and developing a disused railway track for cycling. Students receive useful guidance on their choices for future education, training and employment. They are increasingly confident in using their social skills and basic competencies such as ICT, literacy and numeracy in a wide variety of situations, preparing them adequately for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching and the use of assessment have improved significantly since the previous inspection and are helping to accelerate students' progress. The continuity of teaching and learning is disrupted for some classes because of temporary staffing. The college has significantly reduced the proportion of learning disrupted in this way, but there remains some instability in staffing that reduces the effectiveness of teaching.

A consistent approach to planning and marking ensures that in most lessons students

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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know exactly what is expected of them and what they must do to succeed. Lessons are usually well structured and purposeful. In many lessons students are actively involved in a range of activities that help them to develop the ability to learn independently. In the small proportion of outstanding lessons students are highly enthusiastic, concentrate very hard and work well with each other. In these lessons, teachers check on learning at many points, giving clear feedback on progress and adjusting activities to ensure students make at least good progress. In many lessons, teachers know the students well and use the information available on their progress to ensure that the more able are fully challenged and that others receive the support they need, deploying support assistants well. However, this good practice is not yet consistent across the college and there are still too many lessons where the same task is given to students without taking into account their differing abilities.

The curriculum meets students' needs well. Well forged partnerships with local providers have helped to broaden the range of opportunities for students, especially from age 14. The curriculum planned for Year 7 students helps them to settle into college well. A good range of extra-curricular sporting, music and drama activities is enjoyed by a majority of students. Well planned personal, social and health education supports students' personal development. Increasingly, staff pay good attention to developing students' basic skills of literacy and ICT in subjects across the curriculum.

Good care, support and guidance are well focused on the more vulnerable students, including those who join the college after the usual start in Year 7 and those who struggle to manage their own behaviour. Effective partnerships with many local agencies ensure that students receive support that best suits their needs. Good partnerships with local primary schools ensure that students are well supported as they transfer from primary to secondary education. Rigorous systems to improve attendance and behaviour have been effective in bringing about improvements.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and staff share a determination to raise attainment and have been successful in improving the effectiveness of teaching, assessment, the curriculum, pastoral support and the support for students deemed to be vulnerable. Rigorous monitoring of students' outcomes has led to early identification and support for underachievement and to a tight focus on the right priorities for improvement and action. All staff are held to account for

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students' progress. The college has embraced a wide range of support from the local authority and other agencies and has been astute in focusing this support on students most at risk of underachieving. Weaknesses in teaching have not been tolerated and a well planned programme of support and professional development has led to significant improvement. Sharing of best practice and peer coaching are key features of professional development.

The governing body ensures that all statutory requirements are in place. It provides expertise in a number of areas and key governors are highly active in their day-to-day support of the college. The close monitoring of the work of the college and the challenging questions they pose to senior leaders have helped to accelerate improvements and hold the college to account.

The college pays good attention to the progress of different groups of students and the gaps between different groups, for example between boys' and girls' achievement, is closing. The college has a clear policy for developing community cohesion based on a secure understanding of its place in the local and wider community. Students are involved in activities that develop their awareness and tolerance of differences within the local, national and global communities. The college evaluates the impact of its actions on the students and is aware of the need to involve a greater proportion of students in the activities planned.

Leaders and governors ensure that safeguarding procedures are comprehensive and thorough. Checks on the suitability of staff are fully in place. Arrangements for the training and reporting of matters relating to child protection are rigorous. Staff and governors are properly trained in safe-recruitment and child protection procedures. Risk assessment is pertinent and detailed. The curriculum prepares students well to look after themselves with a strong focus on internet safety.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The response from parents and carers at around 15% was particularly low. Most expressed satisfaction with their children's experience of college. A number commented on the good support provided for their individual child and how much the college has improved. Inspectors support these views.

A number of parents and carers expressed concerns about the quality of teaching and support for learning, the behaviour of students especially when they are taught by temporary staff, and the response of the college in dealing with bullying. The inspectors judged the teaching to be satisfactory overall. Although many lessons observed were good or better, they are aware that continuity of learning in some lessons is disrupted because not all staffing issues have been totally resolved. The college continues to strengthen staffing, reducing the need to use temporary staff. Inspectors found that effective support is given to students, especially those in danger of falling behind. Regular review meetings between students and form tutors, one to one tuition and extra revision classes are part of this process. Although the behaviour of students in lessons during the inspection was satisfactory overall, inspectors recognise that a small minority of students find it difficult to meet the college's expectations of good behaviour especially in some classes taught by temporary staff. The inspectors found that many students feel safe and well cared for in college and that procedures to tackle and resolve issues relating to bullying are well established and, in most cases, effective.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shuttleworth College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 151 completed questionnaires by the end of the on-site inspection. In total, there are 1006 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	21	96	64	19	13	2	1
The school keeps my child safe	43	28	98	65	8	5	1	1
The school informs me about my child's progress	39	26	83	55	22	15	3	2
My child is making enough progress at this school	37	25	86	57	18	12	4	3
The teaching is good at this school	30	20	80	53	31	21	2	1
The school helps me to support my child's learning	25	17	82	54	25	17	8	5
The school helps my child to have a healthy lifestyle	33	22	100	66	13	9	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	23	91	60	17	11	2	1
The school meets my child's particular needs	33	22	89	59	21	14	4	3
The school deals effectively with unacceptable behaviour	34	23	78	52	18	12	15	10
The school takes account of my suggestions and concerns	24	16	91	60	21	14	7	5
The school is led and managed effectively	31	21	89	59	18	12	4	3
Overall, I am happy with my child's experience at this school	35	23	87	58	17	11	6	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 June 2010

Dear Students

Inspection of Shuttleworth College, Burnley, BB12 8ST

You are right to be proud of your rapidly improving school that provides you with a satisfactory quality of education. Leaders and the governing body have worked effectively to improve all parts of your school so that it no longer requires special measures.

Attainment is rising securely and learning and progress is accelerating in response to improved teaching and a curriculum that meets your needs. Your school works hard to ensure that you are safe and secure in school and the good pastoral system takes good care of you and makes sure that those of you that need additional help and support receive it. It is good to see that many of you take responsibilities, such as sports leaders and prefects, very seriously and that you are making a good contribution to your college and local community. A good system to track your academic progress helps all of you to keep on track and helps leaders and teachers to recognise those of you that are in danger of falling behind and needing extra support to catch up. Teaching is satisfactory and it was good to hear that many of you enjoy lessons and appreciate how teachers make them varied and interesting.

Leaders and the governing body are aware that there is more to do to improve the college and they have agreed that the priorities are to:

- raise attainment and achievement overall, and especially in English, mathematics and science
- continue to improve the stability of the staffing to ensure continuity of teaching and learning
- ensure that teachers match work in lessons to your different needs and abilities and ensure tasks are challenging
- find ways to engage your parents and carers more in supporting your learning.

You can help by continuing to improve your attendance, working hard in and enjoying lessons, and making the most of all that the college has to offer you.

Yours sincerely

Mrs Gillian Salter-Smith

Lead Inspector

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