

Laisterdyke Business and Enterprise College

Inspection report

Unique Reference Number	107443
Local authority	Bradford
Inspection number	377579
Inspection dates	5–6 October 2011
Reporting inspector	Angela Headon HMI

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,061
Of which number on roll in the sixth form	172
Appropriate authority	The governing body
Chair	John Robertshaw
Headteacher	Jen McIntosh
Date of previous school inspection	20 September 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspection team observed 33 lessons and 35 teachers. In addition, meetings were held with the principal, senior and middle leaders, groups of students, teachers, and governors, including the vice-chair of the governing body. Inspectors observed the school's work and scrutinised documents, including the school's self-evaluation document, assessment information, records of lesson observations and safeguarding arrangements. Thirty-nine questionnaires from parents and carers and all those returned by students and staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Achievement in Key Stages 3 and 4, with a focus on science, and on specific groups, notably more-able students, students with special educational needs and/or disabilities, White British students and those students who are at the early stage of learning to speak English.
- Outcomes, provision and leadership in the sixth form.
- The impact of provision, including teaching, curriculum and care, guidance and support, on securing improvements in achievement and personal development for key groups, as indicated.
- The quality and consistency of leadership, particularly middle leaders and governance, and its impact on improving outcomes and ensuring equality of opportunity.

Information about the school

Laisterdyke Business and Enterprise College is an average-sized school. The proportion of students known to be eligible for free school meals is well above the national figure. The percentage of students with special educational needs and/or disabilities is above average. Most students are from minority ethnic backgrounds. However, few students are at the early stages of learning English.

The college holds specialist business and enterprise status and offers vocational provision at a separate skills centre based nearby. The college has gained a number of awards including Healthy Schools, Excellence in Enterprise Education and the Initial Teacher Education Partnership. The principal had been in post since January 2011.

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

3

Main findings

Laisterdyke Business and Enterprise College is a satisfactory college, with a number of good features. It provides a safe and caring environment for students and relationships across the college are good. Students are known and valued as individuals and their enjoyment is reflected in their improving level of attendance.

Students' achievement is satisfactory. From below average starting points, students leave with GCSE results that remain significantly below average. The college's most recent GCSE results indicate a rise in the percentage of students attaining a C grade or better in English and a further increase in the proportion of students attaining five A* to C grades including English and mathematics; a key focus for the college. However, over the past three years, students' attainment in key performance measures, in English, mathematics and science, and across their best eight subjects has remained significantly below average, with considerable variation in subject results evident. Nonetheless, learning and progress overall and for key groups, including those with special educational needs and/or disabilities, higher-ability students and White British students, are satisfactory.

The quality of teaching is satisfactory overall. Although inspectors observed good practice, particularly in Key Stage 4, where assessment information was used well to challenge students and accelerate their progress, too much satisfactory practice, and variation within and between subjects and key stages, was evident. This reflects the current picture of attainment across the wider curriculum. However, the college is fully aware of the need to improve the quality of teaching to ensure that students are able to make consistently good progress and it has identified this as a key priority.

The college offers a satisfactory curriculum, which now meets all statutory requirements. Key aspects include integrated skills-based learning for Key Stage 3 students and range of vocational opportunities in Key Stage 4. The college's specialist business and enterprise status makes a significant contribution to students' achievement and well-being with productive partnerships evident.

Outcomes, provision and leadership of the sixth form are satisfactory. However, the difference in students' attainment and progress in vocational and academic courses is significant. The college is aware of the need to tackle urgently this variation to ensure that all students can maximise their potential.

The principal is providing skilful and incisive leadership with a clear strategic direction. She is fully aware, as is the governing body, of the college's strengths and the necessary steps required to improve further the quality of provision and students' achievement. In this, she is well supported by the senior leadership team, middle leaders and staff across the college, who are equally ambitious for the future of the college.

Systematic procedures for monitoring the quality of teaching and the tracking of students' attainment and progress are in place, providing leaders with a range of information. However, the college recognises that the level of scrutiny and evaluation in a number of whole-college and subject areas is not yet sharp enough to have a significant impact on student performance across the college. In particular, the monitoring of teaching over time has lacked rigour and has not been used to best effect to identify and remedy inconsistencies. Nevertheless, continuing improvement in key performance measures, attendance, and areas highlighted at the previous inspection indicate that the college has satisfactory capacity to sustain improvement.

Up to 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.

What does the school need to do to improve further?

- Raise attainment further by:
 - ensuring that students' learning and progress are at least good in all subjects
 - increasing the proportion of good or better lessons across all key stages
 - delivering lessons which offer appropriate levels of challenge to students across the ability range.
- Develop the skills of leaders at all levels to enable them to monitor more accurately and evaluate more rigorously the quality of provision and students' outcomes in their areas.
- Ensure that there is greater consistency in the quality of provision and students' achievement across all sixth form courses.

Outcomes for individuals and groups of pupils

3

Students' spiritual, moral, social and cultural development is satisfactory. Curriculum experiences and the effective use of the specialist status provide many opportunities for students to take on responsibilities, contribute to the college and wider community and develop their understanding of diversity and other cultures. Examples include curriculum monitors, sports leaders, work with local entrepreneurs and enterprise projects and workshops with students in Pakistan and Kenya. Students have a voice in the college; they work well together and their behaviour is good.

The quality of learning in lessons varies. Students make the most progress when assessment is used well and work challenges students of all ability levels; this practice however is not yet consistent between classes, subjects and year groups. Examination results reflect this current picture.

Students' GCSE results remain significantly below average with low attainment at higher GCSE levels evident. However, the college has worked successfully to increase the percentage of students attaining five or more GCSE grades at C or above including English and mathematics. The college recognises, however, the need to raise attainment across the curriculum, and at higher levels, while continuing to ensure that students attain above minimum standards in key performance measures.

Students feel safe in college; a view endorsed by most parents and carers. They feel confident that any concerns they have will be dealt with swiftly and effectively. They have a good awareness of a healthy lifestyle, which is actively promoted in the curriculum, particularly in personal, health, social, and citizenship education, and reflected in the college's Healthy Schools status.

Attendance overall, and for those with a track record of persistent absence, has continued to improve. This, together with students' attainment in basic skills, and the college's focus on information and communication technology is suitably preparing students to enter employment, further education or training.

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	3
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	2
The extent to which pupils adopt healthy lifestyles	2
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?

Teachers have good subject knowledge, plan their lessons well and, where required, manage effectively any inappropriate behaviour to ensure that learning is not disrupted. Relationships between all adults and students are good. In those lessons where students make good or better progress, teachers' expectations are high and tasks and questioning provide challenge and are well matched to students' different learning needs. Students are fully involved and engaged through opportunities to

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

discuss their work in pairs or groups and in assessing their progress towards targets. Students enjoy making an active contribution and showing responsibility for their own learning while developing their literacy skills.

In less effective lessons however, work is less demanding and not always well suited to the ability level of individual students or the class group. Few opportunities exist for students to share their understanding with other students and extended teacher input limits students' participation. As a result, some lose interest or demonstrate indifferent attitudes to their learning. The use of marking and assessment to provide students with guidance on how to improve varies across the college.

The quality of care, guidance and support that students receive is good and promotes their personal development well. Students with additional learning or pastoral needs and those whose circumstances make them vulnerable are supported well by the college, particularly by student managers and support staff. The college's pastoral work, including with external agencies, ensures that, where required, students benefit from well-considered targeted provision. Good practice in ensuring secure safeguarding arrangements and the close monitoring of attendance, resulting in measurable improvement, are also evident. Transition arrangements for students entering Year 7, and across key stages, are enhanced through the specialist status.

The curriculum reflects the college's specialist status. Provision includes: a range of vocational options at level 1 and 2 in Key Stage 4, including business, hospitality, construction and retail; further skills-based vocational provision in the LBEC Works skills centre; a focus on skills development in Key Stage 3 in the SILVER and 'spotlight' provision, and also in the GOLD curriculum across all key stages; and a varied range of extra-curricular and enrichment experiences. More recently, the college has introduced French and Urdu in Key Stage 3, as required. The college is aware that currently provision does not fully meet the needs of all students, particularly the more able.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

In a relatively short period of time, the principal has worked collaboratively with governors, and both senior and middle leaders to strengthen further the effectiveness of leadership and management across the college.

A more robust approach to performance management and clarification of leadership responsibilities have helped to further support leaders' understanding of their individual and collective accountability for whole-college improvement. The college recognises the need to further define leadership roles, secure clear lines of accountability between senior and middle leaders and professionally develop all

college personnel to ensure a consistent approach across the college to improving provision and students' performance.

Governance is satisfactory. The governing body is now well informed, with a growing understanding of their strategic role. Governors have worked swiftly to establish a committee structure to ensure that they are able to hold the college to account more effectively. All statutory requirements are met, including good safeguarding arrangements, with child protection procedures and mandatory staff checks in place.

Equality of opportunity is actively promoted, however, the college's analysis of the achievement of key groups is limited.

The college makes a satisfactory contribution to community cohesion, with evidence of involvement in a range of local community activities, including adult learning and international links with schools abroad. Through the specialism, the college has also developed extensive links and partnerships with a range of businesses and these make an effective contribution to both students' achievement and their well-being. However, the college recognises the need to further improve communication and develop better engagement with parents and carers.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Students enjoy their time in the sixth form and regard the very positive relationships with staff as a key strength. They appreciate the growing opportunities to represent the college and work with younger students.

Although attainment is satisfactory overall, there is significant variation between courses and subjects. Those taking BTEC courses achieve well. However, although, in recent years the overall pass rate has risen for those taking AS levels, students make less progress from their starting points and AS and A-level attainment remains below the national average.

Provision is satisfactory overall. The college recognises the need for greater consistency in subject performance and across courses and has acted swiftly to

improve the quality of teaching in key areas. The curriculum offers both level 2 and level 3 courses, with a traditional range of AS and A-level subjects. Vocational options include business, travel and tourism, and health and social care, reflecting the college’s specialist status. However, retention rates, although broadly average overall, remain significantly lower for those students choosing AS courses.

The college is aware of the need to eradicate variation in provision, achievement and retention rates and further develop the quality of information, advice and guidance. The new leader of the sixth form is currently reviewing all aspects to raise expectations and maximise student performance.

These are the grades for the sixth form

Overall effectiveness of the sixth Form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Approximately 4% of parents and carers returned completed questionnaires, which is below the average response rate. Analysis indicates that most are happy with their children’s experience at the college, with a very large majority indicating that teaching is good, that the college keeps their children safe, helps their children have a healthy lifestyle, and informs them about their children’s progress. Few parents and carers made negative comments. Inspectors considered these comments and their judgements are reflected in appropriate sections of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Laisterdyke Business and Enterprise 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 1,061 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	44	18	46	4	10	0	0
The school keeps my child safe	19	49	17	44	2	5	0	0
The school informs me about my child's progress	13	33	23	59	2	5	1	3
My child is making enough progress at this school	13	33	20	51	6	15	0	0
The teaching is good at this school	18	46	17	44	3	8	0	0
The school helps me to support my child's learning	15	38	16	41	7	18	0	0
The school helps my child to have a healthy lifestyle	5	13	30	77	3	8	1	3
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)	11	28	21	54	3	8	2	5
The school meets my child's particular needs	11	28	21	54	5	13	1	3
The school deals effectively with unacceptable behaviour	14	36	20	51	2	5	2	5
The school takes account of my suggestions and concerns	10	26	23	59	4	10	1	3
The school is led and managed effectively	13	33	19	49	3	8	2	5
Overall, I am happy with my child's experience at this school	16	41	18	46	3	8	1	3

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



7 October 2011

Dear Students

**Inspection of Laisterdyke Business and Enterprise College, Bradford,
BD3 8HE**

Following our inspection of your college, we would like to thank you for making us feel so welcome and speaking to us in lessons, meetings and social times about your experiences. As well as looking at your work, we also read the questionnaires that you completed and those from your parents and carers. These proved very helpful.

You were complimentary about your college. You told us that you feel safe and enjoy attending. You also indicated that your teachers and support staff care about you and help you to improve your work in lessons.

Your college is satisfactory, with a number of good aspects including the good care, guidance and support that you receive. The quality of teaching and the progress you make overall are satisfactory.

Although your college is providing you with a satisfactory education, we know it wants to be better. Your college worked with us to consider what leaders and staff should do next to improve further. This includes ensuring that you make at least good progress in all your lessons and subjects, to develop leaders' skills in monitoring and evaluating a range of information and also ensuring that you achieve equally well in all sixth form courses.

We hope that you will continue to play your part by attending regularly and continuing to do your best in lessons. We wish you every future success.

Yours sincerely

Angela Headon
Her Majesty's Inspector

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