

Laisterdyke Business and Enterprise College

Thornbury Road, Bradford, West Yorkshire, BD3 8HE

Inspection dates 12–13 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- From their starting points, students' progress, including those who are disabled or have special educational needs and those who are most able, is not rapid enough across the college.
- The sixth form requires improvement because the curriculum does not always meet the needs of all students so that they achieve their full potential.
- The quality of teaching is not good enough to ensure that all groups of students achieve as well as they should. There is a small amount of teaching that is inadequate.
- In some lessons, teachers do not always plan work which enables all students to make the best possible progress.
- Students are not always given opportunities to be actively involved in their learning and finding things out for themselves.
- Students are sometimes not clear about how to improve their work because the quality of teachers' marking, assessment and feedback is inconsistent.
- While showing signs of improvement, attendance is still below the national average.
- Students are not given enough opportunities to practise and apply their literacy and numeracy skills across all subjects.
- New systems to monitor students' progress and improve the quality of teaching are not yet consistently applied by all senior and middle leaders and teachers.
- The specific roles, responsibilities and skills of senior and middle leaders are still developing.
- Governors are still developing their skills so that they can hold leaders fully to account for the college's performance. They do not ensure that there is a sufficient link between the progress students make and teachers' salary progression.

The school has the following strengths

- College leaders have implemented clear strategies to improve the quality of teaching and achievement. As a result, the college's latest assessment information shows the performance of students is getting better.
- The college's use of the pupil premium is effective in ensuring these students make progress in-line with their peers nationally.
- Students' behaviour around the school is good. They are polite, friendly and get on well with each other.

Information about this inspection

- Inspectors observed teaching and learning in 31 part lessons; two of these observations were carried out jointly with senior staff.
- Inspectors examined information on students' performance for the three previous academic years as well as information provided by the school on students' current learning and progress.
- Inspectors held meetings with senior and middle leaders, members of the governing body, a representative of the local authority's improvement service and The Bradford Partnership and a parent. Formal and informal discussions took place with students from all age groups in the college.
- Inspectors looked at a wide range of documentation, including the college's own evaluation of how well it is doing, the college improvement plan, records of attendance and exclusions, information about the use of the pupil premium and governing body minutes.
- Inspectors considered the responses of 21 parents to the online questionnaire (Parent View). They analysed the results from 55 questionnaires completed by staff.

Inspection team

Gary Kelly, Lead inspector	Additional Inspector
Peter William Harrison	Additional Inspector
Helen Gaunt	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector

Full report

Information about this school

- Laisterdyke Business and Enterprise College is an average-sized secondary with a sixth form.
- The vast majority of students are from minority ethnic backgrounds and speak English as an additional language.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for those students known to be eligible for free school meals, children from service families and those children that are looked after, is well above average.
- The proportion of students supported by school action is above average. The proportion supported at school action plus or with a statement of special educational needs is just below average.
- Since the last inspection, significant re-structuring of the senior leadership team has occurred. The college currently has a number of temporary senior leaders in post.
- There are firm partnership arrangements with The Bradford Partnership and the local authority, which provide the college with external support and scrutiny.
- The college does not use any alternative provision to support students learning and progress.
- The college meets the government's current floor standards for attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in all subjects so that all groups of students make at least good progress by:
 - eradicating the small number of lessons where teaching is inadequate
 - ensuring all teachers plan lessons and set work which precisely matches students' abilities so that all groups make the best possible progress
 - ensuring that all teachers provide lessons which are interesting and engaging for all students, so that instances of low-level misbehaviour are reduced
 - involving students fully in their own learning through group work, discussion and problem-solving activities
 - ensuring teachers use questioning more skilfully, allowing students to provide extended responses to show how much they understand
 - ensuring teachers mark students' work more frequently and provide accurate written feedback so that students understand how to improve their work and make better progress.
- Raise achievement in the sixth form by ensuring the curriculum meets the needs of all students and helps them develop skills so that they achieve their full potential.
- Improve the effectiveness of leadership and management at all levels, including governance by ensuring that:
 - the roles and skills of senior and middle leaders are developed through improved and consistent line management approaches
 - systems to improve the quality of teaching and monitor the progress students make are consistently applied by all senior and middle leaders and teachers
 - the college's strategy to improve students' literacy and numeracy skills is consistently applied by all teachers across all subjects

- the governing body further develops the skills needed to ask searching questions of leaders and to ensure the link between the progress students make and teachers' salary progression
- an external review of governance is undertaken in order to assess how this aspect of leadership and governance may be improved.

■ Further improve attendance so that it is at least in line with the national average.

Inspection judgements

The achievement of pupils

requires improvement

- Students' achievement requires improvement because standards are not yet high enough, particularly in English and mathematics, to demonstrate that all students make good progress from their well below average start points when they join the college.
- Although standards have improved over time, the percentage of students who gain five A* to C GCSE grades, including English and mathematics, is well below the national average.
- In 2012, the proportion of students making and exceeding the progress they should be making was below that found nationally.
- The college's 2013 assessment information shows that achievement is improving. Students are now making the expected rate of progress and more are now exceeding it. However, for some groups of students, including the small number of students with disabilities and those with special educational needs, and students who are the most able, their progress is not improving rapidly enough to ensure that overall it is good.
- Although the college has put in place catch-up courses for the weakest readers in Year 7, which extends into individual support throughout Key Stage 3, these students are not yet making good progress.
- Previously, the college has not set challenging enough targets for students to achieve more than the progress which is expected of them across a range of subjects; however, more demanding attainment and progress targets are now in place. Early signs of their impact can be seen in improved student achievement in subjects, such as, English, mathematics and in science.
- In 2011, the college's policy for entering students in Year 10 and 11 early for GCSE English and mathematics was not successful in ensuring they went on to attain higher grades. However, 2013 assessment information demonstrates that there is now an improving trend due to the college's approach to identifying students who will most benefit from early entry for these exams.
- Sixth form students do not achieve well because the curriculum is not focussed on stretching all abilities so they can reach their full potential.
- Although students' skills in reading, writing, speaking and mathematics are improving, this improvement is not yet rapid enough because the college's strategies to improve these aspects are not consistently applied by all teachers and additional adults in all subjects.
- The college's use of the pupil-premium funding is effective. Well focussed interventions to support learning in literacy and numeracy has ensured that the gap between those students who are eligible for the funding and their peers has reduced to less than one GCSE grade in English and mathematics.
- Students from minority ethnic backgrounds and those speaking English as an additional language make progress which is not significantly different from their peers. The college successfully ensures students have equal opportunities.
- The numbers of students not in education, employment or training when they leave the school in Year 11 and Year 13 are small.

The quality of teaching

requires improvement

- Although much of the teaching seen during the inspection was good, the quality of teaching over time requires improvement because there is too much variability within and across subjects. There is also a small amount of teaching that is inadequate. As a result, students' achievement is not yet good.
- Too often, teachers do not allow students to learn for themselves, solve problems and share their learning in groups or through whole class and small group discussion.

- Teachers' marking and assessment of students' work is of variable quality. While there is good practice within the college, marking is not always frequent enough and does not make clear to students how to improve their work so that they have a good understanding of how to make further progress. In too many lessons, the written feedback in books consisted of marking which recognised right and wrong answers, without providing clear guidance on how to improve, and an opportunity for students to respond to this feedback.
- In lessons where teaching is good, work and activities are set that challenge and cater for the needs and abilities of all groups of students. However, too often work is planned for groups which is 'one-size fits all' with the most able finding work too easy and the least able finding work too hard. As a result, students do not make enough progress in these lessons.
- In the better lessons, teachers and additional adults support the learning of all students and assess students' progress swiftly. They provide individual support for students or adapt lessons and teaching to ensure that all students understand their work fully.
- When teachers plan opportunities for students to work together, as in a Year 11 English lesson, students respond exceptionally well using technical language to explain their points of view and are willing to accept the differing views of others. In this lesson the activities were well managed and ensured students learned from each other and made good progress.
- Some teachers skilfully use questioning to ascertain students' understanding throughout the lesson. They provide opportunities for students to discuss and articulate their well thought-out extended responses to questions. However, in some lessons, teachers' questioning is not used effectively to involve all students, leaving some students, particularly the least able, having a limited understanding of their work.

The behaviour and safety of pupils

requires improvement

- Where teachers' expectations are high and lessons are well planned to meet their needs, students are keen to learn.
- Most students behave well in and out of lessons. Students are polite, friendly and get on well with each other. They do as they are asked and try hard to meet the college's expectations of good behaviour and conduct. Students say they enjoy college.
- Occasionally, when teachers have not planned lessons which are interesting and engaging for all students, the behaviour of a few students disrupts the learning of others and, as a result, behaviour and safety requires improvement.
- Attendance is improving over time. The number of students who are persistently absent has reduced. This is due to the college's increasingly effective work with students and their families. However, attendance remains below the national average.
- The college gives high priority to ensuring students are cared for and supported, this is particularly the case for students whose circumstances may make them vulnerable.
- There are effective systems in place to support student welfare and safeguarding. As a result, students say they feel safe within the college.
- The college has ensured that students have a good understanding of internet safety, how to keep safe and understand the various forms of bullying. Students say that any instances of bullying are dealt with quickly and effectively.
- The college's own surveys show that most parents believe students are well behaved. However, a small number of parents who expressed their views of the college via the online questionnaire (Parent View) have some concerns that bullying is not always effectively dealt with. Inspectors consider arrangements to deal with bullying to be appropriate.

The leadership and management requires improvement

- The college Principal has ambitious plans to bring about improvement. These plans are underway and are communicated clearly to staff, who share this sense of purpose to rapidly improve the college.
- However, leadership and management requires improvement because while leaders have an accurate view of what needs to be done to improve, the specific roles, responsibilities and skills of senior and middle leaders are still being developed due to a number of recent staff changes and temporary roles.
- Recent improvements to the quality of teaching are leading to better achievement. Where there has been focussed attention on improving the quality of teaching, for example in science, mathematics and English, good teaching was seen during the inspection and the college's latest assessment information shows that students are making progress at the expected rate, and some at a better rate. However, there is still much to be done to ensure the quality of teaching is consistently good or better.
- Some subject leaders rigorously check the quality of teaching, marking, assessment and feedback; however this is not consistent practice in all subjects. As a result, the quality of teaching is too variable and all students do not achieve as well as they should.
- Improved systems for checking students' progress have been introduced; however, they are not yet used consistently by all leaders and teachers to identify those students who are in danger of falling behind so that action can be taken to help them catch up.
- The college's strategy to improve students' literacy and numeracy skills has brought about some improvement. However, this strategy is not yet consistently applied across all subjects and so students do not have enough opportunities to practise and use these skills widely enough.
- Although performance management arrangements for all teachers is becoming more robust, the progress made by students in the classroom is not yet clearly linked to teachers' salary progression.
- Leaders are now ensuring that professional development is more focussed and clearly linked to improving the quality of teaching and raising students' achievement.
- From September 2013, the curriculum offers a better range of academic courses for students in Key Stage 3 and Key Stage 4. However, the sixth form curriculum is not always well matched to the needs of all students.
- Students enjoy a range of educational visits and trips organised by the college. The college makes good use of its local and international links to promote good spiritual, moral, social and cultural education.
- The college's safeguarding and child protection statutory duties are in place and meet requirements. The promotion of equality of opportunity is at the forefront of its work and discrimination in all its forms is rejected.
- The local authority and Bradford Partnership provide a good level of support for the college, the impact of this support can be seen in recent improvement to the quality of teaching in the college.
- **The governance of the school:**
 - The governing body has worked hard with the college Principal to clearly identify priorities for improvement and make sure it is on a solid financial footing. Governors have a suitable mix of skills to support the college. They ensure the deployment of the pupil-premium funding is spent wisely to reduce the gaps in the achievement of these students and their peers. Governors have a realistic view of the college's effectiveness based on its current performance and that of recent years. Governors are determined to work with leaders to improve the college's performance. However, although performance management arrangements in the college are improving, governors do not yet have the skills to consistently hold leaders to account when the quality of teaching and students' achievement is not at least good.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107443
Local authority	Bradford
Inspection number	425868

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	1,063
Of which, number on roll in sixth form	172
Appropriate authority	The governing body
Chair	John Robertshaw
Headteacher	Jen McIntosh
Date of previous school inspection	5 October 2011
Telephone number	01274 401140
Fax number	01274 203983
Email address	j.mcintosh@nbvlc.org.uk

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