

Laisterdyke Business and Enterprise College

Thornbury Road, Bradford, West Yorkshire BD3 8HE

Inspection dates 29–30 September 2015

Overall effectiveness **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
16 to 19 study programmes	Require improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership, management and governance have been weak. Leaders and governors have not acted effectively to address inadequate teaching and underachievement at the college.
- Leaders have not systematically checked the quality of teaching and monitored the progress of pupils.
- The interim executive board (IEB) has not been effective in challenging leaders about the quality of teaching and the performance of groups of pupils.
- Teachers do not consistently expect enough from the pupils they teach. As a result, pupils do not make the progress that they should.
- The programme provided for those pupils who enter the sixth form without GCSE in English and mathematics has been poor.
- The college has not made effective use of pupil premium funding to improve the progress and attendance of disadvantaged pupils.
- Disabled pupils and those with special educational needs do not make the progress that they should.
- Pupils' attendance is too low.
- The behaviour of some pupils is not consistently good.

The school has the following strengths

- The new interim Principal has a clear and ambitious vision and is moving swiftly and methodically to get the college back on track.
- Staff have responded well to the very recent changes to leadership and are eager to improve the college.
- Pupils feel safe and are happy at the college and are confident that staff will act swiftly if they face difficulties.
- Vocational courses are well taught in the sixth form and these pupils make good and outstanding progress. Pupils in the sixth form overall feel safe and well cared for.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better across all subjects by:
 - raising teachers' expectations of the quality and amount of work pupils of all abilities can do, including the most and least able and those eligible for pupil premium funding
 - making sure teachers plan questions that will make pupils think hard and develop their ideas and skills
 - quickly completing the planned training of staff to ensure they are making accurate checks on pupils' progress and then using this information to plan work at the right level for pupils of different abilities
 - making sure pupils' writing and presentation skills are developed effectively and that they finish the work they are set.
- Rapidly improve all pupils' progress and raise attainment, but especially for disabled pupils and those with special educational needs and those eligible for support through the pupil premium funding, by:
 - ensuring high aspirations for pupils' achievement by the rigorous implementation of the recently introduced college-wide system for setting pupils ambitious targets
 - arranging an external review of the use of pupil premium funding and acting rapidly to implement the recommendations in order to close the gap in performance between disadvantaged pupils and others in the college, and other pupils nationally.
- Further reduce the number of pupils who are absent by rigorously implementing the college's attendance strategy, working closely with parents and families.
- Improve the effectiveness of leaders, managers and members of the interim executive board so that they can secure rapid and sustained improvement by:
 - quickly establishing rigorous checks on the quality of teaching and then using the information gathered to identify where staff need extra training to improve their knowledge and skills so that pupils make better progress
 - continuing to develop middle leaders' skills so that they are consistently using the information from the checks they do on the quality of teaching and pupils' work to plan for rapid improvement
 - ensuring that all members of the interim executive board receive accurate and timely information about the performance of the college and that they are able to interpret and act on that information quickly and effectively
 - undertaking an external review of governance and implementing its recommendations.
- Improve the range and quality of 16–19 courses by:
 - improving the advice and guidance that pupils receive in Key Stage 4 about entry to the sixth form so that they choose courses that are more appropriate for their skills, talents and aspirations
 - ensuring that pupils who enter the sixth form without grade C in English and/or mathematics are effectively taught and supported so that they achieve the grades they need as soon as possible
 - rapidly improving the quality of provision and teaching in academic subjects to ensure all pupils achieve well
 - providing more opportunities for sixth form pupils to take on responsibilities in and beyond the college so that they extend their experience of service.

Inspection judgements

Effectiveness of leadership and management is inadequate

- The recently appointed interim Principal has moved swiftly and effectively to address the legacy of low expectations, variability in teaching quality and lack of robust checking systems in the college. A culture of high expectations is beginning to take root. She has already gained the confidence of staff and, increasingly, pupils.
- The interim Principal, working with her senior team, has a very clear and forthright view of the scale of the task ahead. The college's own assessment of what it must do to improve rapidly is clear and honest. The interim Principal has effective plans in place to address the significant shortcomings that have prevented pupils from succeeding as they should. However, it is too early to determine the impact of these plans.
- Only very recently have systems been put in place to check the quality of teaching. Leaders have not been rigorous in ensuring that the teaching pupils receive is good or better. There is still wide variation in the quality of teaching across the college because leaders and governors have not ensured that staff share a culture of high expectations. For example, the college's marking policy, when followed, helps pupils see what they need to do next to improve. However, not all staff and pupils apply the policy. Leaders are only just beginning to address this.
- The majority of middle leaders are new to post and, working with senior leaders, are only now beginning to put in place more thorough systems and protocols for checking teaching and the progress that individual and groups of pupils are making. These vital systems were not in place last year and, as a result, staff were not always crafting their teaching so that they focused on moving pupils forward in their learning. Middle leaders report that they welcome their new and more focused role and they feel supported and challenged by senior leaders. However, it is too early to judge whether their more rigorously focused role will have the positive impact expected.
- Leaders have effectively addressed the significant issues in English that adversely affected results last year. The English leader, working with Immanuel College, has undertaken a thorough rechecking of the English work of pupils currently in Year 11 at Laisterdyke College. This has been combined with a much more robust approach to checking pupils' progress and the impact of teaching. There are early indications that this is having a positive impact on pupils' progress and motivation. The pupil attendance at the recently introduced after-school English and mathematics 'catch-up' sessions is very high.
- Leaders have moved swiftly to check that the curriculum offered to pupils is broad, balanced and prepares them effectively for life in modern Britain. A number of changes have been made. These have included ensuring that pupils in Key Stage 4 are following courses that suit their needs and aspirations and starting some GCSE courses in Year 9.
- Arts, religious education (RE) and after-school activities contribute well to developing pupils' cultural and spiritual awareness. For example, pupils in an RE lesson were able to talk with confidence and some passion about the close links between Islam and Christianity in a Year 9 lesson on reconciliation.
- Pupils' social and moral development is not as strong but pupils are clear about their responsibilities towards each other and to the wider world. They are polite, helpful and, generally, respectful. Leaders and governors have not ensured that there is a clear line of sight between pupil progress, staff targets and training and financial reward. The new leadership team have put in place sensible procedures which firmly link the quality of teaching to pay, but it is too soon to evaluate this fully.
- There has been a high turnover of staff across recent years. This has continued into September 2015 with 20 members of staff joining the college, five of whom are newly qualified teachers. These staff report that there are careful structures in place to help ensure that they quickly establish themselves and develop their skills. Senior leaders have recently initiated a more thorough approach to engaging and seeking the views of staff through 'Teacher voice' questionnaires. The staff who returned questionnaires during the inspection were positive about the college and its leadership, particularly since September 2015.
- Leaders and governors have not ensured that the additional funding for those pupils eligible for pupil premium has been spent effectively. Because systems to track pupils' progress have not been robust, this funding has not been targeted precisely enough and these disadvantaged pupils have not made the progress that they should.
- The college works hard to ensure that pupils are safe. Safeguarding policies and systems are secure and regularly reviewed. All staff receive regular training. For example, the staff new to the college received appropriate training in the summer and early this term to ensure that they were aware of the college's

focus on safeguarding and child protection. Referrals of children to the local authority are carefully monitored and actions followed through. There is a 'link' safeguarding governor who oversees the effectiveness of this vital aspect of the college's work.

- In the period during which the college required improvement up to May 2015 the local authority had little impact on school improvement. Since then the outcomes of the Bradford Partnership review have been used to tailor support and increase leadership capacity through the support of Immanuel College and the Bradford Partnership. This support was requested by the substantive Principal of Laisterdyke. Immanuel College is now supporting Laisterdyke College effectively through the interim executive Principal and interim Principal and by offering a wide range of activities to support and improve teaching and assessment at Laisterdyke.
- **The governance of the school**
 - An interim executive board (IEB) was established in April 2014.
 - The IEB has not developed a detailed understanding of the college's strengths and weaknesses or how underperformance of teachers is tackled. This is because it has relied too much on information provided by leaders. This information was inaccurate and presented an unrealistic and overinflated view of the performance of the college.
 - IEB members know how the pupil premium funding has been spent but they have not held leaders to account for the marked differences in pupils' achievement, behaviour or attendance.
 - The IEB was not effective in its management of the Principal's performance.
 - Since its formation, members of the IEB have not had enough focus on teaching and achievement. They know this must change and recognise the importance of their part in challenging the college to improve.
- The arrangements for safeguarding are effective and monitored closely by the IEB.

Quality of teaching, learning and assessment is inadequate

- Teachers' and other staff's expectations of what pupils can achieve are not consistently high enough. As a result, there is too much variability in the quality of teaching and learning across subjects and between years. Pupils report that there are wide differences in what staff expect of them.
- Teachers do not take enough account of what pupils already know and what they can do. This is because the college has only very recently developed ways of gathering and analysing information about pupils' skills and progress. As a result, the work set can either be too hard for pupils or, more usually, not hard enough. Too often, most-able pupils are not given work that stretches and deepens their learning. Similarly, less-able pupils, including those with special educational needs, are given work that does not challenge them.
- It is too early to judge the impact of the new, regular gathering of information about pupils and their progress. However, staff and pupils welcome it and there is an expectation that it will have a positive impact on the quality and precision of teaching. This is because staff will have a clearer picture of each pupil's progress and what they need to do to improve and enjoy their learning.
- Most staff mark pupils' work regularly. However, although there is a whole-college approach to marking and assessment, not all staff follow it. As a result, there are inconsistencies of expectation between subjects and across years. Pupils are not always clear about how they should respond to teachers' marking and feedback and teachers do not consistently ensure that pupils have done what is asked of them.
- Teachers do not use questioning effectively enough to ensure that all pupils make good and better progress. Too often, questions from teachers and other adults focus on 'what' rather than 'why' and 'how'. As a result, opportunities are lost to explore and enjoy complex ideas and resolve knotty problems; pupils do not get into the habit of asking challenging questions of themselves and of each other.
- Pupils do not always take sufficient pride in their work. Too much of the work seen in books and folders is untidy; too much appears unfinished and school policy in respect of the presentation of work is not consistently implemented. Staff do not always follow up these shortcomings.
- The in-class support for those pupils for whom English is an additional language or who may also arrive during the college year is effective. Pupils report that they welcome the support they receive from adults in the classroom and around the college. However, because consistent and systematic records of the support are not kept and shared among teachers and leaders, it is difficult to discern which aspects of

this valuable support are having the greatest impact.

- Pupils report that they enjoy reading and welcome the opportunities they get to read. As well as opportunities to read in English lessons, there are regular 'silent' reading sessions during tutor time. Staff do not systematically monitor these sessions. It is therefore difficult to assess the appropriateness of or the progress that pupils make in their reading during these sessions. As a result, it is not clear whether the time spent reading is having a positive impact on pupils' literacy skills or love of reading.
- A very large proportion of the parents who responded to Ofsted's online parent questionnaire (Parent View) said that they thought their children were not well taught at the college.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The college's work to promote pupils' personal development requires improvement.
- Pupils say that they feel safe and are confident that if they had any difficulties they would be promptly and effectively dealt with by adults at the college.
- Bullying is rare and pupils understand the range of forms that bullying can take, including cyber- and homophobic bullying. Those spoken with say that they are confident that, should incidents of bullying occur, they would be dealt with promptly by staff.
- The college keeps effective records of bullying, racist incidents and attendance. However, college leaders do not evaluate the information they collect effectively in order to target resources and help measure the impact of their actions on individuals and groups of pupils.
- Independent advice and guidance about careers and next steps is too focused towards the end of Key Stage 4 and in the 16–19 programmes. There is no clear programme of visits, speakers and opportunities to inspire and encourage younger pupils in Key Stage 3 to explore next steps and the world of work so that they can make more-informed choices. Most pupils spoken with said that their main, often only, source of advice was from home.
- The programme of sessions and activities to support pupils' spiritual, moral, social and cultural development is undeveloped and opportunities are sometimes missed to link these sessions with the 'main stream' curriculum. Key areas such as e-safety, healthy eating, sexual exploitation, respect and tolerance are covered but there are insufficient opportunities for pupils to discuss these in greater depth and revisit them with increased sophistication as they progress through the college.
- There is now a more 'joined-up' approach to assembly. The interim Principal and the senior team deliver a programme of assemblies that focus on 'the Laisterdyke way'. This encourages pupils and staff to think about their roles and responsibilities in the range of communities within which they live: college, home, community, county, nation and the world. Pupils report that they welcome this and the opportunities it gives them to think about their place in society and the responsibilities they have to encourage tolerance and understanding both in and out of the college.

Behaviour

- The behaviour of pupils requires improvement.
- Inspectors saw some examples of boisterous behaviour in corridors during the inspection. These were promptly dealt with by staff on duty.
- Pupils report that they occasionally hear examples of bad and inappropriate language in the corridor and around the college. They report that, if an adult hears it, it is dealt with promptly.
- Classrooms are generally orderly. However, inspectors did see a few examples of low-level disruption where pupils showed insufficient care and respect for the views of their peers. This was generally the case when the pace of learning slowed.
- Overall attendance, although improving, is still too low and below national averages. The college has, however, been more successful in addressing the more persistent absence of some pupils. Attendance for these pupils has improved by 2% in the last year.
- A large proportion of parents (31) who responded to the online parent questionnaire (Parent View) said that the college does not make sure pupils behave well.
- Almost all staff who responded to the staff survey agreed or strongly agreed that behaviour is good. A significant number indicated that the improvements in behaviour coincided with the new leadership arrangements at the college since September 2015. Inspectors' conversations with a range of staff

suggest that the interim leadership has had a positive impact on behaviour and pupils' attitudes to learning.

Outcomes for pupils are inadequate

- Too many pupils at the college underachieve. They do not make the progress that they should, considering their starting points.
- In 2014 the attainment and progress of pupils at the end of Key Stage 4 was well below the standard set by central government. Indications for attainment and progress in 2015, although not officially confirmed, suggest that the college has slipped even further below the standard.
- The proportion of Year 11 pupils in 2014 and 2015 gaining five grade A* to C, including English and mathematics, was much lower than the national average. The attainment of disadvantaged and disabled pupils and those with special educational needs was much lower than pupils who were not disadvantaged, disabled or had special educational needs nationally.
- The most-able pupils do not make the progress that they should in English. These pupils make progress in mathematics that is in line with national averages for the most able. The proportion of least-able pupils making expected or more than expected progress in English is greater than the national average. The proportion of these pupils making expected or more than expected progress in mathematics is in line with national averages.
- In 2015 comparatively few pupils took additional science, although those who were entered did well. Results in history, geography and French were weak. There were stronger outcomes in business, information and communication technology (ICT) and Urdu. Pupils' achievement and attainment is variable because the quality of teaching across subjects is variable. As a result, pupils are not always gaining the qualifications they need to move on to the next stage of their education, training or employment.
- The college's own information about the progress and attainment of pupils currently in the college is unreliable. Progress seen in workbooks and lessons during the inspection does not confirm the very high levels of attainment and progress suggested in the information collected at the end of last summer term. The recently in-post interim leaders are aware of and agree with this and have introduced new assessment and recording systems for the collection of information about progress which are much more robust. It is too soon to see any impact. Progress is inadequate because the quality of teaching is inadequate.
- The impact of pupil premium funding is limited. The information the college gathered last year did not identify the right pupils for interventions because it was unchecked and unreliable. As a result, pupils who entered the college with Level 4b at Key Stage 2 have made poor progress in 2015. It is not possible to use the college's own information to say whether gaps for disadvantaged pupils are closing because it is unreliable and inaccurate.
- Extra help for disadvantaged sixth form pupils has resulted in attainment and progress of disadvantaged pupils in the sixth form being better than for non-disadvantaged pupils.
- The 33 pupils who have English as an additional language in Year 11 in the academic year 2014/15 made better progress in their English GCSE than others in the college because of the extra help they received in preparation for early entry in November 2014. No other pupils were entered early for examinations in 2014/15.
- Disabled pupils and those with special educational needs, although well cared for, do not make the progress that they should. The college's own information shows that few of these pupils make expected progress and none makes more than expected progress. Although the college predicted that a number would achieve five good GCSEs, including English and mathematics, in 2015, none did.

16 to 19 study programmes require improvement

- The head of sixth form sets high expectations for her pupils for their futures and for attendance, punctuality and conduct. As a result, pupils are highly aspirational. Leadership in the sixth form requires improvement because new systems for tracking progress and developing the study programme are yet to have an impact.
- Pupils in the sixth form universally say they have chosen to stay at the college because of the support,

care and guidance of their teachers. They say they would definitely recommend the college to others for vocational courses; some say they would recommend academic courses. They say teaching is better on vocational courses.

- The views of pupils are borne out in the outcomes in the sixth form. Attainment and progress for vocational courses are outstanding (validated data 2014, unvalidated data 2015). Attainment in academic courses has risen according to unvalidated data in 2015 so that it is in line with the national average; however, in 2014 it was well below the national average. Progress in academic courses is below the national average in both 2014 and 2015.
- Pupils who start courses in Year 12 and Year 13 largely completed them in 2015, although the figures were lower in 2014. Retention between Years 12 and 13 is lower than the national average. This is partly because pupils studying level 2 courses leave for employment, training or to do further education elsewhere, but also because, in the past, Year 12 pupils have been recruited to courses which were not suitable for them.
- Information provided by the college suggests that the majority of pupils who left the college in 2014 and 2015 went on to appropriate university courses, apprenticeships and employment. Independent advice and guidance in the sixth form is effective. Pupils are very well supported in applications to university and to other careers. The support is greatly valued by the pupils. Up to now only vocational pupils have undertaken work experience. Plans are in place to extend this to all pupils this term.
- The programme provided for those pupils who enter the sixth form without GCSE in English and mathematics has been poor. Very few pupils improve their grades or develop their English and mathematical skills. Teaching by specialists is included in the study programme from September 2015. It is too soon to see the impact of this.
- Pupils' behaviour is improving as a result of new rules imposed by the new leadership team. Attendance since September 2015 is much higher for Year 13 than Year 12. Pupils say they feel safe in the sixth form.
- Pupils have few opportunities to take on responsibilities, and opportunities for extra-curricular activities are limited, although the Duke of Edinburgh's Award scheme has been introduced for Year 12 this year. Pupils are involved in special projects linked to universities to aid their progression. They have few opportunities to develop their study skills.
- Teaching in the sixth form requires improvement. Teachers are beginning to use information to set targets, track progress and plan lessons, but this is not embedded.

School details

Unique reference number	107443
Local authority	Bradford
Inspection number	10002170

This inspection 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 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,023
Of which, number on roll in 16 to 19 study programmes	138
Appropriate authority	Interim executive board
Chair	Ros Garside
Principal	Jen McIntosh
Telephone number	01274 401140
Website	www.laisterdykecollege.org.uk
Email address	gillian.midgley@lbec.org
Date of previous inspection	13 September 2013

Information about this school

- Since September 2015 an executive interim Principal, who is headteacher of a good local school and a local leader in education, and an interim Principal have been in post. The substantive Principal is absent from the college.
- The support from Immanuel College, a local and good school, was brokered by the Bradford Partnership and the local authority.
- Twenty members of staff have joined the college since September 2015.
- Almost all of the middle leadership team have joined the college in the last twelve months.
- The college is an average-sized secondary school.
- The percentage of pupils eligible for pupil premium funding is a little under twice the national average.
- The proportion of pupils from minority ethnic groups and with English as an additional language is very high.
- The college has an on-site Student Learning Centre where a small number of pupils receive 'step-out' support to help them re-enter the mainstream college.
- The college uses no alternative provision.
- The college does not meet the current floor standards.

Information about this inspection

- Inspectors observed 33 lessons across a range of curriculum areas and year groups. A small number were observed jointly with senior leaders. Inspectors saw tutor time, two assemblies and observed how pupils behaved in and out of lessons. They also observed an after-school Year 11 'catch-up' session.
- Inspectors held meetings with the interim executive Principal and with the interim Principal, the interim executive board (governing body), including its Chair, senior staff, middle leaders and a representative from the local authority. Meetings were also held with groups of staff including teachers new to the profession, more-experienced teachers and support staff. Informal discussions also took place with staff and pupils around the college.
- More formal discussions were held with four groups of pupils across the college about their educational experience and behaviour. Samples of pupils' work were scrutinised, including in lessons. Inspectors listened to younger pupils read.
- Inspectors scrutinised a wide range of documents, including the college's view of how well it is doing, development planning, the monitoring of teaching, performance management, staff training and records of IEB meetings. They also looked at records relating to safeguarding, behaviour and attendance. A range of information was downloaded from the college website.
- The inspection took account of 27 responses to the staff questionnaire.
- The inspection took account of 31 responses to the online questionnaire for parents (Parent View). Inspectors also received a range of messages from parents expressing their views and the lead inspector met with a group of mothers of pupils at the college.

Inspection team

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Lynn Kenworthy	Ofsted Inspector
Tudor Griffiths	Ofsted Inspector

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