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4 June 2015

Mrs Ruth England
Headteacher
Shuttleworth College
Burnley Rd
Padiham
Burnley
Lancashire
BB12 8ST

Dear Mrs England

Serious weaknesses monitoring inspection of Shuttleworth College

Following my visit to your school on 2 and 3 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in September 2014. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of the serious weaknesses designation.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter to the Secretary of State, the Chair of the Governing Body, and the Director of Children's Services for Lancashire.

Yours sincerely

Terry Holland

Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in September 2014

- Improve the quality of teaching and learning so that a greater proportion is at least good by:
 - improving lesson planning to enable all lessons to best meet the needs of all students, and ensuring that tasks are challenging and engage students
 - ensuring that feedback and marking inform and support students in their next steps in learning
 - ensuring that, when used by a teacher, pair and group work are planned effectively so as to maximise learning opportunities.

- Rapidly accelerate the progress that students make in order to achieve a higher pass rate for five GCSE A* to C grades, including English and mathematics by:
 - embedding high aspirations and expectations for students across all subjects and in doing so ensure that the most able are challenged to excel
 - closing the gaps in achievement between different groups of students and especially disadvantaged students and boys
 - ensuring a stronger focus on the development of literacy and numeracy skills across all subjects.

- Improve the impact of leadership and management, including governance, by ensuring that:
 - governors hold school leaders accountable for the school's performance
 - senior and middle leaders continue to strengthen their efforts on promoting high quality teaching and learning in order to raise achievement more rapidly
 - all staff promote a culture of high aspirations and improvement which is embedded across all school provision
 - the development of the curriculum continues so that it is broad and balanced and better meets students' needs
 - the management of teaching and learning is better focused on improving learning activities and promoting the sharing of the best practice in teaching and learning across the whole curriculum
 - performance management is used to reward good teachers and encourage others to improve
 - students' attendance continues to improve.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Report on the second monitoring inspection on 2 and 3 June 2105

Evidence

The inspector met with the headteacher, members of the senior leadership team with responsibility for all priority areas for improvement, a group of middle leaders, a group of student ambassadors and members of the school council, the Chair and vice-Chair of the Governing Body and a representative of the local authority. He visited six lessons, including English and mathematics classes. All lessons were observed jointly with members of the senior leadership team. The inspector scrutinised documents, including student achievement and progress information, and attendance and exclusion records. He also reviewed the updated school improvement plan and evaluations of the school's work and progress by the local authority and by senior leaders.

Context

Since the last monitoring inspection on 3 December 2014, three new members of the senior leadership team have taken up posts. By September 2015, 19 staff will have left the school, many previously occupying senior or middle management posts, and 18 new permanent staff will be in post.

The quality of leadership and management of the school

The headteacher and the restructured senior leadership team continue to have a very clear view of what needs to be done to improve learning at the school and to address the points for improvement identified in the section 5 inspection report. Senior leaders remain firm in their implementation of the actions needed to improve teaching and to raise standards. However, the need for change and improvement at many levels within the school has been greater than was initially evident. A great deal has been achieved since the previous section 5 inspection, particularly since January, and leaders know very clearly where further improvement is required. There is now a clear culture of accountability at all levels of the school. The work needed to put the necessary management, staffing and curriculum structures in place has been completed and provides the springboard for the school to consolidate and further accelerate improvements from September 2015.

The systems for monitoring and evaluating the quality of teaching have been embedded well. The school's picture of the quality of teaching is robust and accurate and shows that the overall quality of teaching has improved substantially. Rigorous monitoring and performance management, alongside an in-house programme of training and support for all staff, are, for example, helping teachers understand how to ensure that pupils of all abilities are given work that challenges them and they perform to the best of their abilities. It is also helping teachers consistently to make the most effective use of assessment data to inform teaching, to maximise students' learning and progress, and to develop more constructive marking and feedback. Nonetheless, the school is aware that, although the proportion is significantly reduced, some teaching is still inadequate, and that there continues to be inconsistency in the performance of some teachers. Leaders are clearly focused on

the actions needed to raise the quality of all teaching to at least good.

Clear improvements have been made in the monitoring of achievement. The school's data on attainment and the progress being made by students are now accurate and based on more consistent and robust use of assessment. The school has identified even greater challenges in securing the improvements needed, for example, in assuring the progress of students supported by the pupil premium (additional government money). These make up almost half the overall student population. Nonetheless, greater clarity and accuracy in the data have ensured that the school now has robust, comprehensive and extremely well-integrated strategies and actions in place to help all students to achieve their potential. Middle leaders, for example, are now taking increased responsibility individually and collectively for improving the quality of teaching and achievement, and the accurate assessment and moderation of students' work, in their curriculum areas and across the school as a whole.

The school's data indicate that the actions to halt the decline in achievement have been successful. This year's predicted results suggest that the proportion of students gaining A* to C GCSE grades in five or more subjects, including English and mathematics, will rise but will still be below the national average. The legacy of underachievement and low expectations reported by the last section 5 inspection continues to have an impact. While the proportion of Year 11 students making expected progress should broadly match that nationally, the proportions making more than expected progress and the achievement of the most able are likely still to be below the national averages. The gap in achievement between disadvantaged pupils supported by the pupil premium and their peers has not yet narrowed significantly. The school is well aware that the achievement of students throughout the school needs further improvement and this remains a clear target within the next stage of development

Very significant progress has been made in tackling the previous problems in the school's management of behaviour and the impact this had on some students' ability to access the curriculum fully. The number of exclusions has reduced dramatically and is now well below the targets set out in the school improvement plan. The management of behaviour by most staff has also improved and the school's data show a significant reduction in internal exclusions from classes and in day-to-day sanctions for poor behaviour. Attendance, however, remains too low and the school has not reached its targets for improvement. Nevertheless, working with the support of the local authority and a successful local school, the endemic problems and practice that have previously led to low attendance and punctuality have been tackled. The impact of these changes on levels of attendance is beginning to be seen, but the school is aware this will take time and remains an identified priority for improvement.

The governing body continues to provide good support for the school. Governors are fully represented on the standards and effectiveness committee (SEC) that monitors the school's progress against the challenging targets set in the improvement plan. Governors are linked with, and kept very well informed by, the senior leaders who

have specific responsibility for areas of development in the school improvement plan. Governors are now rigorous in their monitoring and evaluation of the school's progress and are clear on their responsibility in holding all parties to account to ensure that the necessary improvements are made. They are committed to ensuring the success of the school and to securing its long-term future.

Strengths in the school's approaches to securing improvement:

- The headteacher, with her senior staff, provides very strong leadership, a clear vision and the determination needed to bring about the improvements necessary.
- The strategic thinking underpinning the extensive restructuring of management and staffing has established clearer lines of accountability and greater coherence in the delivery of the actions needed to drive improvement and better support all students.
- Staff throughout the school are now fully aware of their professional roles and responsibilities in raising the achievement of all students and taking forward the school's improvement programme.
- The school's restructuring of the roles and responsibilities of middle leaders has resulted in greater awareness of their leadership and management roles and an enhanced culture of collective responsibility and accountability for the school's overall improvement.
- The willingness on the part of the school to work in partnership with other schools and the local authority has helped to bolster and develop the programmes for improving: teaching and learning; performance management; attendance; and the achievement of students supported by the pupil premium.
- The amendments to the curriculum have provided greater breadth and balance to the subjects that students can study within the school and the pathways open to them for future study.
- Assessment information is now more accurate and secure. This has led to more realistic analysis of the school's potential performance and targets and, most importantly, has led to better informed and robust strategies to improve the progress of students.
- The basis for monitoring teaching, expectations of effective practice and the associated targets set within performance management are now clearly understood by all staff.
- Well-structured in-house training programmes are leading to improved practice across the school. In the majority of lessons seen during this monitoring inspection, it was evident that more ambitious targets are now being set and regularly discussed with the students.
- The school's records and local authority reviews confirm that teaching overall is now better than it was. Joint lesson observations undertaken during this monitoring inspection confirmed the accuracy of the school's judgements on the quality of teaching.
- Rigorous evaluation of the effectiveness of the use of pupil premium funding, in partnership with a leading local school, has resulted in a clear and comprehensive action plan, including the establishment of a 'Closing the Gap Team', which interweaves the academic and pastoral support for these students.

- The management of behaviour has improved. The number of day-to-day internal exclusions from class and fixed-term exclusions have both fallen dramatically.
- In the midst of necessary change, the school has maintained its safeguarding, inclusion, support and care for its students, especially those who are most at risk of underachieving.

Weaknesses in the school's approaches to securing improvement:

The following areas will form a particular focus at the next monitoring inspection:

- Although the decline in attainment has been halted, the school and the SEC are aware that progress of students throughout the school, and particularly of the large number supported by the pupil premium, still needs further improvement.
- The school is aware that the current performance of some staff is still too variable and can be inadequate. The significant efforts to support these staff need to result in the quality of teaching improving consistently.
- Students' work books show that marking is becoming more focused and gives more opportunities for students to respond to teachers' comments on their work. However, this practice is still relatively new and needs embedding to ensure that practice and impact are consistently effective.
- Teachers' planning for lessons can still be too variable and inconsistent, particularly in the identification of how learning tasks and outcomes will be differentiated to best meet the needs of students and how students' progress will be monitored and assessed during lessons.
- The rate of persistent absence is still too high and overall attendance remains too low. The school's planned actions to address this problem will need to demonstrate impact.

External support

The local authority continues to provide excellent support for the school. The work of the school's link adviser in providing support to the senior leaders, in his monitoring and quality assurance to help strengthen teaching and learning, and his role as 'critical friend' to the SEC, has helped the school to make rapid improvements in its practices. The local authority has also provided support and advice from its monitoring and intervention team and its specialist adviser for behaviour and attendance. Most importantly, links with Ashton Community Science College, a successful local school with a similar intake, and with Haslingden High School in undertaking the review of the use of pupil premium, have been arranged through the authority. Both have been highly effective in providing peer support at all levels of leadership and in providing rigorous external evaluations of performance and guidance on good practice. As a result, the school as a whole and leaders at all levels are now better able to bring about improvement.