

Inspection of Shuttleworth College

Burnley Road, Padiham, Burnley, Lancashire BB12 8ST

Inspection dates: 21 and 22 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils said that they feel happy and safe at school. They described Shuttleworth College as a welcoming and friendly school community, where people's differences are celebrated. Pupils explained how they are proud to earn badges that represent the school's values of achievement, resilience, perseverance, community and pride.

Pupils said that leaders have high expectations of their learning and behaviour. However, some pupils do not achieve all that they should. Behaviour in lessons and around the school site is calm. In lessons, most pupils focus well on their learning. Those pupils who occasionally disengage with learning are quickly brought back on track.

Pupils are confident that leaders will not tolerate the use of derogatory language. They said that bullying is dealt with quickly and effectively. Leaders have provided a wide range of appropriate ways for pupils to report any incidents of bullying. Pupils explained that they have confidence in leaders' systems to address any concerns that they have.

There is a wide range of opportunities for pupils to develop leadership, teamwork and life skills, including the Shuttleworth Shield and The Duke of Edinburgh's Award scheme. Extra-curricular clubs vary each term. Pupils said that they love to try different activities.

Pupils are confident that leaders will listen to their views when making decisions about school life.

What does the school do well and what does it need to do better?

Overall, leaders have designed a well-thought-out and ambitious curriculum. Leaders have carefully considered how topics and concepts link together to help pupils to know and remember more knowledge. They have established how new knowledge should be taught. However, in some subjects, the activities that teachers choose to deliver new learning do not help pupils to learn well. Some pupils cannot understand what their teachers expect them to do. Often, this is because these pupils struggle to read well enough to use the resources provided.

In key stage 3, leaders have established effective systems to identify the pupils who find reading more difficult. Effective programmes of support, including for systematic synthetic phonics, help some of the youngest pupils who find reading more difficult to catch up with their peers. Staff are trained well to deliver this support programme in key stage 3. However, at key stage 4, the support that some pupils receive is not as well developed. As a result, many older pupils are not able to read with fluency and confidence. This prevents them from embracing all that the curriculum has to offer.

In the main, teachers use assessments systems well to identify how well pupils have learned new knowledge. Pupils are keen to demonstrate what they have learned.

Leaders identify pupils with special educational needs and/or disabilities (SEND) in a timely and effective way. They develop well-thought-out individualised programmes of support for pupils with SEND. They give staff the information that they need to adapt the delivery of the curriculum for these pupils. However, some teachers do not use this information as effectively as they should when thinking about how to adapt the delivery of learning activities for pupils with SEND.

Leaders have a clear behaviour policy in place that staff follow consistently well. This means that pupils know what is expected of them and it helps pupils to behave well. Pupils understand that there are consequences if they do not meet the high standards for behaviour that leaders set. Pupils said that these consequences are fair. A minority of pupils do not attend as often as they should, but leaders have effective processes in place to improve attendance further.

The personal development curriculum is a top priority for leaders in this school. Leaders have appropriately considered local needs when designing the content of this curriculum. Opportunities for personal development, including relationships and sex education and health education, are successfully integrated into the curriculum. Inspectors found that pupils are knowledgeable about sexual consent, diversity and fundamental British values.

The well-designed careers programme enables pupils to feel well prepared for their next steps in education, employment or training. Pupils are well supported to make the choices that will suit them best. During the inspection, there was a Year 11 careers fair taking place. Pupils valued the opportunity to ask questions about their potential choices for the future.

Leaders, including governors, have a shared vision for the school. Governors hold leaders to account for the quality of education that the school provides to pupils. Governors recognise their statutory responsibilities and fulfil them effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have thought carefully about the processes that they use to keep pupils safe. All staff know what they are expected to do if they have any concerns about a pupil. Leaders and staff identify any potential worries or concerns in a timely and efficient manner.

Safeguarding leaders meet regularly to review any concerns that have been raised by staff, parents and carers, and pupils. Safeguarding leaders ensure that appropriate support is in place to help pupils and their families. Leaders work well with a wide range of external agencies to meet the needs of the school community.

Pupils are taught how to keep themselves safe. They successfully learn about healthy relationships, keeping safe when online and about local safeguarding risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not choose the most effective pedagogical activities to ensure that pupils, including pupils with SEND, learn new knowledge as well as they should. For example, some teachers use resources that pupils find difficult to read and understand. This leads to pupils, including some pupils with SEND, underachieving. Leaders must ensure that staff are well trained to choose activities that enable all pupils to learn the school's curriculum as intended.
- There is a high proportion of pupils in key stage 4 who are still unable to read fluently and confidently. This makes it very difficult for these pupils to access the curriculum. Leaders should build on the strong processes and systems that they have developed in key stage 3. This is to support older pupils to catch up and access the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	134994
Local authority	Lancashire
Inspection number	10212291
Type of school	Secondary comprehensive
School category	Foundation maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,115
Appropriate authority	The governing body
Chair of governing body	Kevin Hall
Headteacher	Ruth England
Website	www.shuttleworthcollege.org
Date of previous inspection	23 March 2021, under section 8 of the Education Act 2005

Information about this school

- The school uses five registered alternative providers for a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection that the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- As part of this inspection, inspectors carried out deep dives in mathematics, history, English, science, physical education and languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited some lessons, spoke with pupils and teachers, and looked at samples of pupils' work. Inspectors also visited lessons in other subjects.

- Inspectors met with the headteacher, other senior leaders, the special educational needs team, subject leaders and teachers. The lead inspector also spoke with a representative of the local authority and the school improvement partner.
- The lead inspector met with governors, including the chair of the governing body.
- Inspectors checked safeguarding procedures, including the recruitment checks made on staff. Inspectors met with the designated safeguarding lead, staff and pupils to discuss wider aspects of safeguarding. They scrutinised a range of documentation in relation to safeguarding.
- Inspectors considered a range of documentation, including that relating to the curriculum, pupils' behaviour, improvement plans and leaders' self-evaluation summary.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, at breaktimes, at lunchtimes and in lessons. They also spoke with pupils about behaviour and bullying.
- Inspectors spoke with pupils about their programme of wider personal development.
- Inspectors considered the responses from parents to Ofsted Parent View. This included the comments submitted via the free-text facility.
- Inspectors also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

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Derek Yarwood	Ofsted Inspector
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