

Inspection of Shuttleworth College

Burnley Road, Padiham, Burnley, Lancashire BB12 8ST

Inspection dates:	11 and 12 March 2025
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?

This is a warm and welcoming school. Pupils value the support that they receive from staff. This helps them to feel happy and safe. Pupils in Year 7 benefit from well-considered support when they join the school. This helps them to settle into school quickly.

Most pupils meet the high expectations for their behaviour. They demonstrate respect for the school's rules and to each other. They behave well at social times and in lessons.

The school has raised its expectations of all pupils' achievement. Pupils are benefiting from an increasingly aspirational curriculum. This is supporting many pupils to know and remember more in many subjects. Nonetheless, in some subjects the implementation of the curriculum is weaker. This leads to gaps in pupils' knowledge, which limits how well some pupils, especially those who are disadvantaged, achieve.

Some pupils benefit from a wide range of educational visits, leadership roles and clubs. For instance, some pupils have enjoyed listening to music performances, watching a pantomime and taking international trips. These opportunities help pupils to expand their understanding of the wider world and to develop their confidence and a sense of responsibility.

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

The curriculum in most subjects is ambitious. The school has identified and ordered logically the key knowledge that pupils should learn. However, in some subjects, newer approaches are not followed consistently well. Therefore, some pupils have uneven learning experiences. This impacts on some pupils' achievement.

Teachers have strong subject knowledge. They explain new areas and concepts clearly. However, at times, the activities that teachers choose to support pupils to learn and remember subject content securely are not successful. In some subjects, there are missed opportunities to promote discussion or engagement with deeper learning. Additionally, in some areas, the systems used to check pupils' understanding, are not used systematically. At times, teachers move on to new learning when pupils are not ready. When this happens, pupils struggle to build on their prior knowledge securely. As a result, some pupils, especially those who are disadvantaged, do not learn as effectively as they should. Since the previous inspection, the school has improved its systems to identify and support the additional needs of pupils with special educational needs and/or disabilities (SEND). Consequently, most staff use strategies which support pupils with SEND to access the curriculum. The school's efforts since the previous inspection have made a positive difference to the how well these pupils are helped to access the curriculum.

Reading is a priority. The school has increased its efforts to foster a love of reading and to support those pupils who find reading difficult. However, at times, some pupils are not supported to build on their reading knowledge quickly enough. This hinders how well some pupils read and access the curriculum.

Pupils' behaviour in classrooms is generally calm due to clear routines. The school identifies barriers to pupils' attendance. However, for some pupils, the school's strategies to improve attendance have had a limited impact. This hinders these pupils from achieving as well as they should because they miss vital learning.

Pupils learn about respect and tolerance. They also develop a mature understanding of how to build healthy relationships and how to keep safe. The school successfully prepares pupils for life in modern Britain. For example, through the curriculum and during assemblies, pupils explore themes such as diversity. The careers programme is comprehensive and helps pupils to learn about different career options. For example, pupils take part in work experience and careers events to learn about the world of work.

Leaders at all levels, including governors, have taken effective action to address the school's key priorities. This work has made a positive difference to some aspects of the school's work. For example, staffing has stabilised, and some aspects of the curriculum are well designed and delivered. These changes have also had a positive impact on staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects the curriculum is not implemented as the school intends. Some teaching strategies or activities are not effective enough in helping pupils to learn and remember subject content securely. As a result, some pupils, including those who are disadvantaged, struggle to understand and retain some learning. The school should ensure that it supports teachers effectively to choose the most appropriate activities and approaches to help pupils to learn and remember more over time.
- In some subjects, teachers do not consistently check what pupils know or whether they are ready to move on to new learning. This limits how well some pupils progress through some curriculum areas. The school should ensure that teachers check pupils' understanding of key learning and swiftly address any misconceptions so that pupils are ready for the next stage of their learning.
- Some of the interventions the school has put in place to help pupils who find reading difficult do not support pupils develop their reading knowledge quickly enough. This means that some pupils do not catch up with their peers swiftly. The school should ensure that it monitors the impact of the reading support that these pupils receive to help pupils' outcomes improve.
- Some pupils do not attend school frequently enough. This affects how well these pupils achieve. The school should strengthen its strategies to tackle persistent non-

attendance and ensure that pupils do not miss vital learning, which hampers their success.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	134994
Local authority	Lancashire
Inspection number	10348247
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,082
Appropriate authority	The governing body
Chair of governing body	Kevin Hall
Headteacher	Ruth England
Website	www.shuttleworthcollege.org
Dates of previous inspection	21 and 22 September 2022, under section 5 of the Education Act 2005

Information about this school

- There have been some changes to the staffing and leadership of the school since the previous inspection. This includes the appointment of new curriculum leaders and restructuring of the governing body meetings.
- The school uses six registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspectors discussed any continued impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders. Inspectors met with a range of other staff and leaders during the inspection.
- Inspectors spoke with representatives of the governing body, including the chair of governors. Inspectors also spoke with a representative of the local authority, the school improvement partner and the alternative providers.
- The inspectors observed pupils' behaviour across the school, including at social times.
- Inspectors carried out deep dives in the following subjects: English, science, mathematics, art and design, history and physical education. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with subject leaders and looked at pupils' work in some other subjects.
- Inspectors spoke with the leaders responsible for pupils' personal development, behaviour and attendance, alternative provision, careers, the provision for SEND, and reading.
- Inspectors reviewed a range of documents, including the school's self-evaluation and records relating to pupils' attendance and behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

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