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Mr R Hughes
Headteacher
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Dear Mr Hughes

Special measures monitoring inspection of Buttershaw Business and Enterprise College

Following my visit with Melanie Williams and David Pridding, Ofsted Inspectors, to your school on 19–20 April 2016, 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 that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in July 2015.

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

Leaders and managers are taking effective action towards the removal of special measures.

The local authority's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Bradford. This letter will be published on the Ofsted website.

Yours sincerely

Gina White
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection that took place in July 2015.

- Improve the quality of teaching so that it is consistently good and enables all groups of students to achieve well, by ensuring that:
 - work set matches the needs and abilities of all groups of students and is adjusted appropriately if they are not making at least good progress
 - there are high expectations of what students can achieve
 - interesting work is planned to engage students in their learning and consequently encourage them to behave well at all times so they make at least good progress
 - when teachers mark students' work clear advice is given to students about how they can make the necessary improvements
 - homework is used consistently well to drive up standards and to challenge students to contribute well to their progress
 - students' presentation of work is always good and accurate spelling is insisted upon at all times.

- Improve the overall achievement of disadvantaged students, disabled students and those with special educational needs, by ensuring:
 - the attendance of students in these groups who do not attend well, urgently improves so they can make an effective contribution to their learning
 - the pupil premium funding is used effectively to improve the achievement of disadvantaged students so that the attainment gaps of these students, when compared to non-disadvantaged students nationally, close quickly
 - information on the progress of disabled students and those who have special educational needs is made available and used effectively by leaders to take actions that lead to these students making at least good achievement.

- Improve the provision in the sixth form by:
 - making sure that the attendance of students improves so that all make an effective contribution to their learning
 - ensuring that leaders in the sixth form thoroughly check the quality of teaching across all subjects, especially in terms of its impact on students' achievement over time and take action where it is not good enough
 - making sure leaders check the progress of all groups of students, including the disadvantaged, and take action where necessary, to prevent students from falling behind.

- Rapidly improve the impact of leadership, management and governance by ensuring:
 - teaching is at least consistently good and all leaders promote high expectations and ambition for all students
 - subject leaders check the quality of students' work thoroughly and take effective action to improve teaching and the achievement of all groups of students
 - that students who experience bullying are always confident to report it
 - governors hold the school to account for the effective use of the pupil premium funding and the performance of all groups of students.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

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 first monitoring inspection on 19–20 April 2016

Evidence

Inspectors met with the headteacher, groups of pupils, staff, the chair of the governing body, and representatives from the local authority and those providing support to the school. Inspectors observed the school's work, including pupils' books, school plans, behaviour and safeguarding documents. The school's most recent analysis of parents' views was considered by inspectors.

Context

Since the inspection which judged the school to require special measures, 19 teachers have left the school and three staff remain on long-term sickness or maternity leave. The school currently has three vacant teaching posts and six temporary teachers. The senior leadership team has been strengthened since April 2016 by an additional deputy headteacher and assistant headteacher. The school has applied to become an academy, sponsored by the Bradford Diocesan Academies Trust. External support is currently provided to the school by the headteacher and staff of Immanuel College and the trust.

The effectiveness of leadership and management

Leaders and governors are working closely and extensively with those providing external support. School and authority plans are focused on the areas requiring improvement. Specific actions towards clear goals are being carefully implemented and expectations of pupils' achievement, behaviour and attendance are rising.

Focused training and support is enabling leaders and middle leaders, in the sixth form and main school, to raise their expectations of their staff teams and to strengthen accountability. Middle leaders are setting about their roles confidently and knowledgeably. Effective training has given them the skills to evaluate information and data more thoroughly. Leadership of the sixth form has been strengthened as a result. Greater attention is being given to setting learners' targets and more regular review of their progress is taking place.

Leaders have taken action to review and change the practice around support for pupils with special educational needs and disability. Pupils are now more carefully identified and teachers are beginning to plan better learning opportunities for them. However, the impact has yet to be felt and wide gaps remain between the progress these pupils make and other groups in the school.

An external review of governance has been carried out but it has not supported or aided governors as well as it might and the expense involved did not provide value for money. Governors have overcome this setback. The new chair of the governing

body has acted speedily to develop the procedural work of the governors and filled the many vacancies in the governing body. The governing body is starting to question and challenge leaders with more thoroughness. The external review of the pupil premium has been thorough and timely, and has informed the school's next steps. Governors check the impact of this funding more astutely and are taking decisions carefully with an eye to improving outcomes and closing the gaps for disadvantaged pupils more securely. Since September, the new pupil premium champion has quickly established detailed information to ensure that leaders and governors have the tools available in order to take informed decisions and evaluate their impact.

Quality of teaching, learning and assessment

A team established to provide coaching and support to teachers in the school and sixth form is helping in the drive to improve the quality of teaching. This is having a striking effect in some classrooms, particularly in the sixth form, but it is not implemented fully and teaching remains variable overall. Where teaching is less effective individual time-limited plans for improvement are in place. Stronger teachers are beginning to be used to support staff in developing their practice.

Teachers are making better use of information and diagnoses of where pupils struggle, and where they do well, in order to plan work for pupils. Assessment information, tests and sessions for key stage 4 and sixth form pupils are being used particularly well in this regard. Additional sessions during tutor group sessions and after school are helping to consolidate learning and secure pupils' knowledge and understanding in science, languages and history. Further work to enable pupils to develop their thinking through extended tasks, especially on moral issues, is well demonstrated in religious education (RE). Although work in some classes is adjusted well, the challenge for more-able and weaker pupils, and clarity for their next steps, is not embraced fully. Teaching and learning in mathematics remains inconsistent in both planning and challenge. Silent reading lacks structure and purpose in some classes and further attention to develop boys' reading and engagement in their learning is required.

Pupils feel more is demanded of them in lessons and they are responding. Sixth form learners told inspectors they felt better supported and welcome the organised structures that teachers have provided in response to their views about how they learn best.

There is more evenness to practice in terms of presentation of work, marking and feedback to pupils, although this falls short of the consistency that leaders are aiming for. Actions to develop and make better use of homework are planned but have yet to begin.

Personal development, behaviour and welfare

A new policy has helped to convey the school's expectations of pupils' behaviour. Pupils feel strongly that behaviour has improved. They are clear about what is expected of them and about the sanctions and rewards of the policy. The school is calm as pupils move around the building. Extensive patrol systems operate between lessons and the school is not yet at the stage where pupils will move about the campus purposefully without supervision. Teachers' management of behaviour in lessons, while providing more opportunity to teach, is not yet fully attuned to engage both boys and girls equally. For example, in some classes boys dominated answering questions and girls' learning was overshadowed and they lost interest.

Incidents of misbehaviour are managed well. Bullying incidents are rare and a firm and proactive policy to encourage pupils to report any concerns is in place. However, exclusions are starting to rise due to higher expectations of pupils' conduct.

Attendance has increased in the sixth form due to a more proactive response to following up absence on the first day and the development of better pastoral support to sixth formers. Disadvantaged learners' attendance is rising much more slowly.

Outcomes for pupils

Assessment information is becoming more reliable and better use is being made of it to identify the performance of pupils and to pinpoint those who require further support or challenge. However, this is not focused sharply enough on the progress of the most-able pupils. In several subjects teaching programmes have been revised to provide a curriculum better suited to the needs of these pupils. For example, a greater focus on scientific concepts and experiments is helping to deepen understanding of the subject for the most able, and this also benefits all pupils. Pupils, including the most able, find this more challenging and interesting and they are making swift progress in science subjects. Gaps in pupils' knowledge and understanding in mathematics are beginning to be identified earlier, although this has yet to be reflected in sustained rapid progress, especially by lower-attaining pupils and those who have special educational needs and disability. In discussions about their work these pupils welcomed the changes to teaching that meant they could set to work more quickly as soon as they entered the classroom. The latest school data shows that pupils are making progress in mathematics; however, progress is accelerating more rapidly in English. Disadvantaged pupils are starting to make up more ground towards closing the gaps with their classmates.

Results in Year 11 and in the sixth form rose in 2015. Small gains were made in English but progress in mathematics fell further. The school's targets are for further increases in 2016; school data shows pupils are on track.

External support

The high-quality support and challenge provided by the local authority and Immanuel College, a good academy, is having a very positive impact in developing middle and senior leaders. Governors have been well supported by advice and guidance from the academy's headteacher and the local authority. Officers have worked effectively to assist the school in supporting pupils and families with attendance concerns. The local authority provides clear mechanisms for monitoring and challenge. Consequently, the school and local authority plans are on track.