



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds on
Thursday, 18th September, 2008 at 9.45 am
(A pre-meeting will take place for ALL Members of the Board at 9.15 a.m.)

MEMBERSHIP

Councillors

B Cleasby	-	Horsforth
G Driver	-	Middleton Park
J Elliott	-	Morley South
R D Feldman	-	Alwoodley
W Hyde (Chair)	-	Temple Newsam
B Lancaster	-	Moortown
J McKenna	-	Armley
V Morgan	-	Killingbeck and Seacroft
Whip's Nominee	-	Liberal Democrat
K Renshaw	-	Ardsley and Robin Hood
E Taylor	-	Chapel Allerton

Co-opted Members (Voting)

Mr E A Britten	-	Church Representative (Catholic)
Prof P H J H Gosden	-	Church Representative (Church of England)
Mr R Greaves	-	Parent Governor Representative (Secondary)
Mr I Falkingham	-	Parent Governor Representative (Special)
Mrs S Knights	-	Parent Governor Representative (Primary)

Co-opted Members (Non-Voting)

Mr T Hales	-	Teacher Representative
Ms C Foote	-	Teacher Representative
Mrs S Hutchinson	-	Early Years Development and Childcare Partnership
Ms J Morris-Boam	-	Leeds VOICE Children and Young People Services Forum Representative
Ms T Kayani	-	Leeds Youth Work Partnership Representative

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CONFIDENTIAL AND EXEMPT ITEMS

The reason for confidentiality or exemption is stated on the agenda and on each of the reports in terms of Access to Information Procedure Rules 9.2 or 10.4(1) to (7). The number or numbers stated in the agenda and reports correspond to the reasons for exemption / confidentiality below:

9.0 Confidential information – requirement to exclude public access

9.1 The public must be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that confidential information would be disclosed. Likewise, public access to reports, background papers, and minutes will also be excluded.

9.2 Confidential information means

- (a) information given to the Council by a Government Department on terms which forbid its public disclosure or
- (b) information the disclosure of which to the public is prohibited by or under another Act or by Court Order. Generally personal information which identifies an individual, must not be disclosed under the data protection and human rights rules.

10.0 Exempt information – discretion to exclude public access

10.1 The public may be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that exempt information would be disclosed provided:

- (a) the meeting resolves so to exclude the public, and that resolution identifies the proceedings or part of the proceedings to which it applies, and
- (b) that resolution states by reference to the descriptions in Schedule 12A to the Local Government Act 1972 (paragraph 10.4 below) the description of the exempt information giving rise to the exclusion of the public.
- (c) that resolution states, by reference to reasons given in a relevant report or otherwise, in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.

10.2 In these circumstances, public access to reports, background papers and minutes will also be excluded.

10.3 Where the meeting will determine any person's civil rights or obligations, or adversely affect their possessions, Article 6 of the Human Rights Act 1998 establishes a presumption that the meeting will be held in public unless a private hearing is necessary for one of the reasons specified in Article 6.

10.4 Exempt information means information falling within the following categories (subject to any condition):

- 1 Information relating to any individual
- 2 Information which is likely to reveal the identity of an individual.
- 3 Information relating to the financial or business affairs of any particular person (including the authority holding that information).
- 4 Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or officer-holders under the authority.
- 5 Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
- 6 Information which reveals that the authority proposes –
 - (a) to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - (b) to make an order or direction under any enactment
- 7 Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime

A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25 of the Access to Information Rules (in the event of an Appeal the press and public will be excluded).</p> <p>(*In accordance with Procedure Rule 25, written notice of an appeal must be received by the Chief Democratic Services Officer at least 24 hours before the meeting)</p>	

Item No	Ward/Equal Opportunities	Item Not Open		Page No
2			<p>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</p> <p>1 To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report.</p> <p>2 To consider whether or not to accept the officers recommendation in respect of the above information.</p> <p>3 If so, to formally pass the following resolution:-</p> <p>RESOLVED – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:-</p> <p>Annex 2 – Primary Schools in Extended Partnerships – Report of the Chief Executive of Education Leeds to Executive Board on 2nd September, 2008 – Agenda item 11 refers; and</p> <p>Annex 2 – Secondary Schools in Extended Partnerships – Report of the Chief Executive of Education Leeds to Executive Board on 2nd September, 2008 – Agenda item 12 refers.</p>	
3			<p>LATE ITEMS</p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstance shall be specified in the minutes).</p>	

Item No	Ward/Equal Opportunities	Item Not Open		Page No
4			<p>DECLARATION OF INTERESTS</p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 12 of the Members' Code of Conduct.</p>	
5			<p>APOLOGIES FOR ABSENCE</p> <p>To receive any apologies for absence.</p>	
6			<p>MINUTES - 17TH JULY 2008</p> <p>To confirm as a correct record the minutes of the previous meeting held on 17th July, 2008.</p>	1 - 6
7			<p>CHILDREN LEEDS CURRENT COMMISSIONING ARRANGEMENTS</p> <p>To receive a report from the Director of Children's Services, which outlines the current arrangements for the commissioning of services in Children Leeds.</p>	7 - 12
8			<p>FORMAL RESPONSE TO SCRUTINY RECOMMENDATIONS - SERVICES FOR 8-13 YEAR OLDS</p> <p>To receive and consider a report from the Head of Scrutiny and Member Development, which requests Members to consider the formal responses received in relation to the Board's inquiry on services for 8-13 year olds and determine whether further scrutiny involvement is required.</p>	13 - 36
9			<p>DRAFT TERMS OF REFERENCE</p> <p>To receive and consider a report from the Head of Scrutiny and Member Development, which invites Members to agree terms of reference for the Board's inquiries in relation to entering the education system and 14-19 education.</p>	37 - 38

Item No	Ward/Equal Opportunities	Item Not Open		Page No
10			<p>WORK PROGRAMME</p> <p>To receive and consider a report from the Head of Scrutiny and Member Development, which details the Board's Work Programme for the remainder of the municipal year.</p>	39 - 78
11		10.4 (1, 2)	<p>UPDATE ON OFSTED INSPECTIONS AND SCHOOLS CAUSING CONCERN - PRIMARY</p> <p>To receive a report from the Head of Scrutiny and Member Development on the recent Ofsted inspection results.</p> <p>Annex 2 of the report of the Chief Executive of Education Leeds to the Executive Board is designated as exempt under Access to Information Procedure Rules 10.4 (1,2).</p>	79 - 182
12		10.4 (1, 2)	<p>UPDATE ON OFSTED INSPECTIONS AND SCHOOLS CAUSING CONCERN - SECONDARY</p> <p>To receive a report from the Head of Scrutiny and Member Development on the recent Ofsted inspection results.</p> <p>Annex 2 of the report of the Chief Executive of Education Leeds to the Executive Board is designated as exempt under Access to Information Procedure Rules 10.4 (1,2).</p>	183 - 238
13			<p>DATE AND TIME OF NEXT MEETING</p> <p>To note that the next meeting of the Board will be held on 16th October, 2008 at 9.45 am with a pre-meeting for Board Members at 9.15 am.</p>	

Agenda Item 6

SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 17TH JULY, 2008

PRESENT: Councillor W Hyde in the Chair

Councillors B Cleasby, R D Feldman, B Lancaster and E Taylor

CO-OPTED MEMBERS (VOTING):

Mr I Falkingham	- Parent Governor Representative (Special)
Prof P H J H Gosden	- Church Representative (Church of England)
Mrs S Knights	- Parent Governor Representative (Primary)-

CO-OPTED MEMBERS (NON-VOTING):

Ms J Morris-Boam	- Leeds Voice Children and Young People Services Forum Representative
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9 Chair's Opening Remarks

The Chair welcomed all in attendance to the July meeting of the Scrutiny Board (Children's Services).

10 Declaration of Interests

Councillor B Lancaster, Mr I Falkingham and Mrs S Knights declared a personal interest in relation to agenda item 7, Inclusion Statement – Formal Response, due to being governors at the North West SILC (Minute No. 13 refers).

Councillors R Feldman and E Taylor declared a personal interest in relation to agenda item 7, Inclusion Statement – Formal Response, due to being governors of Allerton High School (Minute No. 13 refers).

Further declarations of interest were made at later points in the meeting (Minute Nos. 13 and 14 refer).

11 Apologies for Absence

Apologies for absence were submitted by Councillors G Driver, J Elliott, J McKenna, V Morgan and K Renshaw and by Mr T Britten, Ms C Foote and Ms T Kayani.

12 Minutes - Scrutiny Board (Children's Services) - 26th June, 2008

Draft minutes to be approved at the meeting to be held on Thursday, 18th September, 2008

RESOLVED – That the minutes of the meeting held on 26th June, 2008 be confirmed as a correct record.

13 Inclusion Statement - Formal Response

Further to Minute No. 135 of the meeting held on 24th April, 2008, consideration was given to a report of the Head of Scrutiny and Member Development, which provided Members with information in relation to the Board's statement on inclusion and the Department's formal response.

A copy of the statement on inclusion and the Department's formal response was appended to the report.

The Chair welcomed to the meeting the following officers:-

- Carol Jordan, Director of Integrated Children's Services; and
- Gary Nixon, Head of Service, SEN, Statutory Assessment and Provision (SENSAP).

Officers reported a number of additional proposed actions. It was agreed that a copy of the revised action plan would be circulated to the Board, after the meeting.

The main highlighted points were:-

Recommendation 2

- The Board stressed that the recommendation referred to professionals as well as parents. The Head of Service, SENSAP, reported that there would be regular meetings involving trade union groups, teachers and non-teacher representatives.
- Members indicated that they remained concerned especially about parental consultation and would be looking to see improvement as a result of the actions proposed in the formal response when the next progress report was presented.

Recommendation 6

- It was suggested that a **voluntary sector** representative could be included on the revised **Programme Board**.

The Board agreed that progress with recommendations 1, 2, 4 and 5 would be incorporated into the next recommendation tracking report in October.

The Chair thanked both officers for attending the meeting.

(Councillor B Cleasby declared a personal interest in this item due to being a Governor of Benton Park School).

(Mrs S Knights declared a personal interest in this item due to being Chair of Leeds City Wide Family Forum and Member of the Area Management Board).

RESOLVED –

- (1) That the report and information appended to the report be noted;
- (2) That the Board notes the revised responses provided; and
- (3) That the Board continues to monitor progress with recommendations 1,2, 4 and 5 through the recommendation tracking process.

14 Recommendation Tracking

Further to Minute No. 98 of the meeting held on 14th February, 2008, the Head of Scrutiny and Member Development submitted a report, which requested Members to confirm the status of scrutiny recommendations (Children's Services).

Appended to the report was the recommendation tracking flowchart and draft status of recommendations.

The following officers were in attendance:-

- Keith Burton, Deputy Director of Children's Services;
- Rodger Walker, Resources Team Manager (Children);
- John Paxton, Head of the Integrated Youth Support Service; and
- Carol Jordan, Director of Integrated Children's Services.

The Chair also welcomed to the meeting, Steve Wainwright, METRO, who was in attendance to respond to Members' queries and comments in relation to recommendations and actions arising from the 'catching the bus' report.

The Board considered the draft status of recommendations and the main highlighted points were:-

- In relation to recommendation 3 of the adoption inquiry, the Resources Team Manager (Children) confirmed that Leeds had invested in three additional **Adoption Officers**, as opposed to 3 fostering officers. It was agreed to provide the Board with an update in October to report on the progress made in recruiting to these posts.
- One Member referred to the **public engagement events** in Beeston and Chapeltown, which aimed to raise awareness of people who could adopt children. Members suggested extending this initiative to public events across all areas of Leeds.
- The Board was informed that the **Breeze Youth Promise** was close to being finalised and signed-off by the **Leeds Youth Council**. It was suggested that young people present the Promise to Scrutiny Board Members.
- Members considered efforts made to consult with **non-service users** about their views on the **Youth Service**. They requested further work on this recommendation.

- The Board was advised that the Leader of the Council was looking into the cost of **departmental publications** as a corporate issue.
- The Board discussed travel initiatives for young people, including the **'get around for a pound'** promotion and the timetable for implementing the **smart-card facility**.
- The Board was informed that a report was being submitted to the Executive Board on proposed changes to the **Home to School Transport Policy**.
- The Board asked for an update on September 2008 admission numbers for **Fountain Primary School**.

The Chair thanked officers and Steve Wainwright, METRO, for attending the meeting.

(Professor Gosden left the meeting at 11.30 am during the consideration of this item).

(Councillor B Cleasby declared a personal interest in this item due to being a Member of South Leeds Fostering Board).

(Councillor B Lancaster declared a personal interest in this item due to being Chair of the Foster Carers' Liaison Group and Member of the Adoption Panel).

RESOLVED:

- (1) That the report and information appended to the report be noted; and
- (2) The Board agrees the status of recommendations, subject to continued monitoring of recommendation 3 on adoption; recommendation 7 on youth services; and recommendation 9 on Fountain Primary School.

15 Children and Young People's Plan 2009: Consultation Process

The Director of Children's Services submitted a report, which outlined the arrangements for developing the **Children and Young People's Plan (CYPP) 2009-2014**.

The following information was appended to the report:-

- Consultation for CYPP – Towards the Leeds Children and Young People's Plan 2009-2014; and
- Feedback Form – Priorities for the Children and Young People's Plan 2009-2014.

The Chair welcomed to the meeting John Maynard, Strategic Leader – Children's Services, to present the report and respond to Members' queries and comments.

The Strategic Leader – Children's Services, reported on the timescale for developing the CYPP.

Draft minutes to be approved at the meeting
to be held on Thursday, 18th September, 2008

One Member stated that the **Feedback Form** could be more inviting. The Board was advised that the form would mainly be used by partner organisations, and that other ways of engaging stakeholders such as parents were also being employed.

RESOLVED:

- (1) That the report and information appended to the report be noted; and
- (2) The Board agrees the proposed arrangements for being involved in developing the new CYPP.

16 Work Programme

A report was received from the Head of Scrutiny and Member Development, which invited Members to consider and approve the draft work programme for 2008/09.

Appended to the report for Members' consideration was the draft work programme for the current municipal year.

The Board was informed that the draft work programme reflected the discussions that had taken place at the June Board meeting, and potential items for consideration which had been identified by the Board during 2007/08.

The main areas of discussion were as follows:-

- **Teenage Conception** – It was agreed that the Scrutiny Board (Health) was the most appropriate Board to lead on this Inquiry. It was suggested that the Health Scrutiny Board considered co-opting one or two Children's Services Board Members to join the Inquiry. Councillor B Lancaster was nominated to serve as the Children's Services representative on this Inquiry.
- **Education Standards** – The Board agreed to undertake an Inquiry focussing on those entering the education system. The Board agreed to establish a working group to scope this Inquiry.
- **14-19 Education** – Consideration was given to undertaking a further Inquiry on progress with the 14-19 agenda. The Board agreed to establish a working group to scope this Inquiry.
- **Attendance** – The Board agreed to establish a working group to look into a number of linked issues.
- **Transport** – It was agreed to await the response to recommendation 9 of the Inquiry into '**services for 8-13 year olds**' before deciding on any further work.
- **Community Cohesion** – It was suggested that the Scrutiny Board (Environment and Neighbourhoods) considered co-opting a Children's Services Board Member in relation to any work that Board undertakes on Community Cohesion. Councillor Driver was nominated to serve as

the Children Services representative. The Board also noted that Councillor Cleasby was already a member of the Board.

RESOLVED:

- (1) That the report and information appended to the report be noted; and
- (2) The Board agrees the work programme, subject to comments and amendments raised at the meeting.

17 Date and Time of Next Meeting

Thursday 18th September, 2008 at 9.45 am in the Civic Hall, Leeds.
(Pre-meeting scheduled for 9.15 am).

(The meeting concluded at 12.10 pm).



Report of the Director of Children’s Services

Scrutiny Board (Children’s Services)

Date: 18th September 2008

Subject: Children Leeds Current Commissioning Arrangements

Electoral Wards Affected: All	Specific Implications For: Equality and Diversity <input checked="" type="checkbox"/> Community Cohesion <input type="checkbox"/> Narrowing the Gap <input checked="" type="checkbox"/>
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1.0 Purpose of report

1.1 This paper outlines current arrangements for the commissioning of services in Children Leeds and describes the challenges and opportunities for commissioning of children’s services. The paper highlights key related national policy developments, gives some examples of current children’s commissioning arrangements in Leeds and outlines the future direction of travel for children’s commissioning. It will be supported by introductory slides to be presented to Scrutiny.

2.0 Background

2.1 Commissioning is the process of assessing need, defining priorities and choices, allocating resources, deciding on how services will be best delivered, planning and developing services and monitoring and evaluating the delivery and effectiveness of services. It is a process, not an end in itself. It should create the levers for service change, bring innovation, value for money and overall create sustainable improvements in outcomes. Commissioning is cyclical and can be summarised in four steps:

2.2 **Strategic needs assessment** – engaging with individuals to understand their needs and using a wide range of data to understand priorities for improvement to achieve better outcomes for children and young people. This will be done through the Joint Strategic Needs Analysis process and within the context of work for the C&YPP.

2.3 **Planning and service design** – working with services to identify what services need to be in place to meet needs and address priorities for improvement. Clarifying where change is needed and how this should be achieved, including any new models of service delivery.

- 2.4 **Deciding on how to deliver services, and with whom** – identifying which organisations are best placed to deliver services with clear outcomes, and putting in place formal agreements so that all parties are clear about what must be delivered;
- 2.5 **Review and challenge** – assessing the fitness for purpose of services and providers and monitoring their impact on outcomes. Identifying benchmarks for best practice and excellence in services as well as being clear about support and intervention when services are assessed as failing.

3.0 Main Issues

3.1 National Context

- 3.1.1 Since the introduction of the 2004 Children's Act there has been a significant period of change and development to ensure compliance with the ambitions of Every Child Matters. Children's services nationally have had to develop in four key areas; shared systems and arrangements; integrated planning and commissioning; integrated systems, and integrated front line delivery.
- 3.1.2 Effective commissioning of local services is vital in delivering better outcomes for children and young people and for making the best use of available resources. The 2006 Joint Planning and Commissioning Framework for Children's, Young People's and Maternity Services sets a framework to help local planners and commissioners to design a unified system in each local area which will create a clear picture of what children and young people need, make the best use of resources, and joining up of services so they provide better outcomes than they can on their own.
- 3.1.3 The first national Children's Plan, Building Brighter Futures, and a range of additional policy documents further outline the challenges ahead for children's services, giving specific guidance to the on-going development of commissioning. National policy identifies the effective commissioning of children's services as vital to delivering better outcomes for children and young people and for making the best use of available resources.
- 3.1.4 In response to the Children's Plan, ministers announced a need to examine whether children's trusts would need to be strengthened, making it clear that local children's trust arrangements are seen as the means through which services should be developing the way they work to improve outcomes. It is clear from this and other government guidance and information that commissioning is seen as the model through which more effective targeting of outcomes can be achieved. From 2010 Children's and Young People's Plans will be required to provide details of local arrangements for joint commissioning, and identification of commissioning spend of each partner.
- 3.1.5 Developing national policy and guidance poses several opportunities and challenges in respect of commissioning:
- strategic planning and commissioning are seen as central to the cultural change that is required across all services

- the commissioning cycle needs to be applied whether services are delivered by in house teams, other public sector organisations, the third sector or any combination of these
- for a children's trust to be capable of championing the needs of local children and families it must be clear about its role both as commissioner and provider of services
- the need to demonstrate clear mechanisms for commissioners to hold in-house provider functions to account for delivery.

3.1.6 The Department of Children, Schools and Families is designing a three-year programme, to be launched later this year, to foster a sustained change in the way local authorities and their children's trust partners commission services. **The Commissioning Support Programme for Children's Trusts** is expected to deliver a positive step-change in the culture and capability for commissioning, focusing on areas such as use of information; planning of services; working with existing and potential providers and reviewing and monitoring of service delivery. Children's Leeds has been recognized as developing good commissioning practice nationally and has been asked to contribute to the design and development of the programme.

3.2 Local Context

3.2.1 Leeds introduced unique children's trust arrangements to reflect the size and diversity of the city. Strategic commissioning is central to the development of children's trust arrangements in Leeds and will increasingly be able to collectively target support to those people and places with specific types of need. The Integrated Strategic Commissioning Board is driving forward the commissioning agenda. It has set the vision for commissioning within a Commissioning Strategy. The 2007 Joint Area Review inspection judged the Leeds arrangements to be good with praise given to both the pace of change achieved and its innovative approach. Initial assessment against the recent consultation on Delivering the Children's Plan: Strengthening Children's Trust Arrangements indicates that Children's Leeds is in a good position to further develop commissioning.

3.2.2 Current arrangements for commissioning of services within Children's Leeds have been focused on priorities for the city as set out in the Children's and Young People's Plan and have been established drawing on best commissioning practice. Key areas of commissioning development in support of the commissioning strategy are;

3.3 Preventative and Partnership Services

3.3.1 ISCB prioritised more effective use of external grant funding within the partnership. In September 2007 the Sure Start Partnership, Leeds Children's Fund, the Youth Work Partnership and Connexions amalgamated to form the Joint Preventative Commissioning Panel. The focus for this panel has been to ensure best value in the provision of children's services, in the context of providing three yearly funding agreements for providers, improved performance management against required outcomes and freeing up resources to be spent on key priorities for the city.

3.4 Services for Vulnerable Groups

3.4.1 Within the CYPP a number of services for the most vulnerable have been prioritised. Commissioning developments have taken place in mental health, teenage conception reduction, substance use and disability services. Over the last year the focus has been on identifying current spend on these services by all partner agencies; assessing need; working with service providers to develop better pathways of care and ensuring performance management is used to deliver improved outcomes. A further focus has been on the reduction of bureaucracy and duplication across partners.

3.5 Locality Commissioning

3.5.1 Increasingly, the locality is seen central in both the commissioning and delivery of children's services. The challenge is to bring together local people who provide services, to help shape what will be commissioned and then to ensure the way they operate their services is integrated with each other and matches local needs. The emerging children's trust arrangements in localities (wedge and extended service cluster level) provide a locus to explore in detail what might be possible in integrating children's services, the barriers to progress and how they might be overcome. Integral to this is developing commissioning for, with and by localities, underpinned by an explicit understanding of levels of need and service delivery so personalised services are realised. Within a city wide commissioning framework, the development of locality planning and locality CYPP's, can free up resources and empower local decision making which means significant changes can start to be made to improve outcomes.

4.0 **Future Direction of Travel**

4.1 The next Children and Young People's Plan is in development. In reviewing priorities for 2009 and beyond there is opportunity to build on the learning from commissioning so far, taking into account both national policy development and the local needs in Leeds. Work is taking place on the development of a revised commissioning framework for Children Leeds. This is overseen by the ISCB.

4.2 This framework will:

- provide coherence and consistency for commissioning arrangements across all aspects of children's services
- reflect national and local best practice in commissioning
- align with the developing framework for the whole City Council and whole Health Service and thereby enable more effective commissioning across children's services and wider services. This is particularly relevant to localities where a "whole neighbourhood" approach will be beneficial.

4.3 Challenges and Opportunities

- 4.3.1 In progressing with the strategic commissioning agenda a number of challenges and opportunities will need to be addressed.

4.4 Workforce Capacity

- 4.4.1 Successful strategic commissioning requires a wide range of skills, such as procurement, market analysis, service remodeling, financial management, legal awareness, user engagement, evaluation and data analysis. The workforce requirements to undertake effective commissioning needs to be understood, within the context of existing resource availability. Skills and knowledge development will be essential as will cultural and behavioural change, in line with the One Council change programme.

4.5 Corporate Connection

- 4.5.1 The impact of developments in strategic commissioning within children's services on corporate procurement, finance, legal and other support services need to be understood. In addition, the impact of commissioning developments on partner organisations need to be assessed and addressed.

4.6 Value for Money

- 4.6.1 In addition to improving outcomes, commissioning needs to ensure services are delivering outcomes efficiently and effectively as well as making cost savings for re-investment in key priorities. Commissioning across a partnership needs to free up resources by reducing duplication and increasing integration.

4.7 Commissioning Governance

- 4.7.1 There needs to be clear and transparent processes for decision making within commissioning, especially when commissioning signals a change in provider, due to the need to secure better outcomes and value for money. Contracting processes need to be consistent and proportionate to the complexity and monetary value of services. The role of ISCB will probably need to develop to encompass all aspects of children's strategic commissioning, ensuring commissioning plans are reflective of local and national targets and local needs.

4.8 Engagement

- 4.8.1 For strategic commissioning to be its most successful there needs to be effective partnerships and engagement with children, young people, families and communities, as well as with practitioners and providers of services. This involvement and engagement needs to be in all aspects of the commissioning cycle and be subject to transparency and scrutiny.

5.0 Conclusion

5.1 This report and accompanying presentation provide, an explanation of commissioning, a summary of national policy development in respect of children's commissioning and a summary of commissioning work to date within Children Leeds. In addition, the paper sets out the developing vision for commissioning within the children's trust arrangements and highlights some of the key issues to be addressed. It is clear that strategic commissioning will be key in the development of children's services; Children Leeds has a very firm foundation upon which to build.

Background papers

1. The 2006 Joint Planning and Commissioning Framework for Children's, Young People's and Maternity Services.
2. The first national Children's Plan, Building Brighter Futures.
3. Delivering the Children's Plan: Strengthening Children's Trust Arrangements.
4. Children's and Young People's Plan.

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 17 July 2008

Subject: Formal Response to Scrutiny Recommendations – Services for 8-13 year olds

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 During 2007/2008, the Scrutiny Board (Children's Services) carried out an inquiry into services for 8-13 year olds. The board published a report setting out its conclusions and recommendations in April 2008.
- 1.2 It is the normal practice to request a formal response from departments to the board's recommendations, once an inquiry report has been issued.
- 1.3 A formal response to the recommendations has now been received. This is attached as appendix 1.
- 1.4 Members are asked to consider the responses provided, and to decide whether any further scrutiny involvement is required.
- 1.5 Any recommendations which have not yet been completed will be included in future quarterly recommendation tracking reports to enable the Board to continue to monitor progress.

2.0 Recommendation

- 2.1 Members are asked to consider the responses provided and to decide whether further scrutiny involvement is required.

Background papers
None

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Children's Services Scrutiny Board
8 – 13 Review: Recommendation Responses

During 2007/08 The Children's Services Scrutiny Board conducted a review of services for 8-13 year olds in Leeds. The Board agreed a number of recommendations around these services to help further develop this area of work in Leeds. This document provides a response to those recommendations through an update on children's services work relating to them.

Background – the evolving context of services for 8-13 year olds

Leeds' Children and Young People's Plan set's out a commitment to providing universal and targeted services for all children and young people growing up in Leeds. Many services cut across different age ranges, but it is inevitable that some services will affect, benefit and target particular groups of young people more than others. Increasingly Children's Services is increasingly moving towards the commissioning of services in a way which looks across the 0-19 age range, however it is still recognised that those aged 8-13 require specific focus to ensure they get the same level of support and opportunities as those who (traditionally) are more specifically addressed by early years and youth services.

One of the original reasons for the Scrutiny Board's interest was around concerns relating to the gradual cessation of the Children's Fund Grant, which supported targeted initiatives with a particular focus on the 8-13 age range. Since the Board's review was conducted there have been developments around this funding. Where previously it was managed and administered by Barnardos, it is now overseen within the Council (with the relevant Barnardos staff having moved across). This is important as it has enabled the gradual integrating of work supported by the grant into mainstream activities. The decommissioning and commissioning of services has been central to achieving this, as discussed further under specific recommendations below.

Another important development that sets the context for the future development of 8-13 services is the changes to the benefits system, specifically to childcare tax credit. From late September 2008, parents of children aged 12 and over who are currently receiving income support, will be moved on to receive Job Seekers Allowance and will be expected to be actively seeking work. This will create a greater need for out of school provision and/or for the children of these parents. Representatives from Early Years, Job Centre Plus, the Children's Centre Improvement Manager (Partnerships), and Childcare Advisors, have been working with Education Leeds' Extended Schools team to address the changes in benefits and the implications and issues arising.

CHILDREN AND YOUNG PEOPLE'S SCRUTINY 8-13 ENQUIRY: RESPONSE

Recommendation	Response	Timescale
<p>Recommendation 1 <i>That the Director of Children's Services reports to us within 3 months on how the new commissioning strategies being adopted by the Children Leeds Partnership will provide a more stable funding framework for services to 8-13 year olds.</i></p>	<p>More specific details on commissioning within Children's services in Leeds are contained in a separate report to Scrutiny on 18.09.08. The Joint Preventative Commissioning Panel has undertaken a range of commissioning around services for 8-13 year olds and further work in this area is planned - and a number of service contracts are now in the consultation, reflection and/or specification writing stage that will specifically affect those aged 8-13, these include work around:</p> <ul style="list-style-type: none"> ○ Family support for parents with older children ○ Services for minority groups ○ Extended services and supplementary schools ○ Participation ○ Play services ○ Services for refugees and asylum seekers 	<p>See the separate report to scrutiny on commissioning</p>
<p>Recommendation 2 <i>That the Director of Children's Services reports back to us within three months on how she will encourage all schools that are not yet participating in the provision of extended services to do so.</i></p>	<p>All schools in Leeds are committed to extended services. Over the last two years, the implementation of phase 1 of the extended services programme has ensured that all schools are now in one of the 39 clusters set up citywide. All clusters, although at different stages of development, are committed to working towards the delivery or signposting the Government expectations of extended services, in partnership with a broad range of services. Phase 2 involves the Local Authority providing monitoring, support and challenge for clusters to ensure they deliver on co-ordinated, targeted and appropriate key priorities to achieve this:</p> <ul style="list-style-type: none"> ○ The Director of Children's Services has given Education Leeds a mandate to carry out a supported self-evaluation of all clusters by the end of December, using the toolkit identifying the key features of successful clusters developed in Leeds through two pilots. ○ The toolkit identifies successes to date, and areas for further development. ○ Officers and colleagues with multi-agency experience will carry out these supported self-evaluations. ○ The cluster data profile developed by the Performance Management Information 	<p>December 2008</p>

	<p>Team in Education Leeds will help identify areas for development.</p> <ul style="list-style-type: none"> ○ Cluster evaluations will contribute to planning key strategic priorities and categorising clusters as: emerged, established or advanced helping to prepare of clusters for commissioning the local services their partnerships identify. 	Ongoing
<p>Recommendation 3 <i>That the Director of Children's Services reports back to us within three months on how parents and families will be assisted and encouraged to access holiday activities for their children.</i></p>	<p>Parents and families will be assisted and encouraged through:</p> <ul style="list-style-type: none"> ○ The development of a single point of information (through the Family Information Service) for accessing information, building on what is currently gathered and promoted through the Family Information Service, Extended Services and Breeze. It is the intention to be able to use the Family Information Service to bring all this information to a single point in time for the summer 2009 school holiday. ○ Active promotion of holiday activities to families through mail-outs and other 'advertising' routes. ○ The developing role of the Parent Support Unit which will increasingly help to identify and then direct families who can particularly benefit from certain holiday (and other) activities. 	<p>Summer 2009</p> <p>Ongoing</p>
<p>Recommendation 4 <i>That the Director of Children's Services reports to us within three months on how she will ensure that the Breeze and Family Hub information is kept up to date.</i></p>	<p>The approach being taken to updating the Family Information Service website places the onus on services across the city themselves being encouraged and supported to access and update the site regularly with information about the activities/help they offer. The onus is on groups to be pro-active in updating their own information. To support this:</p> <ul style="list-style-type: none"> ○ Training has been provided and is being promoted to groups across the city. ○ Those services that are registered with the site and have received training, but have not logged on for some time will be contacted with a reminder. ○ Ongoing promotion and support will be provided to new and existing site users to encourage them to use the site. 	Ongoing
<p>Recommendation 5 <i>That the Director of Children's Services ensures that there is</i></p>	<p>This will be addressed at two levels:</p> <p>Citywide the Chief Officer for Early Years and Youth Services will work with partners to</p>	

<p><i>comprehensive provision of local activity programmes and directories across Leeds, and reports back to us within three months on how this will be achieved.</i></p>	<p>take an overview of programmes in place and ensure that current good practice is built on to develop a more comprehensive programme.</p> <p>At a local level the ongoing strengthening of partnerships and integration between different services will continue to enable a more co-ordinated approach and therefore a wider offer locally.</p>	<p>Ongoing</p>
<p>Recommendation 6 <i>That the Director of Children's Services reports back to us within three months on the Play Officer's work plan and progress in establishing the Play Partnership, with specific emphasis on how this work will narrow the gap for the groups identified in the Play Strategy as facing particular challenge in accessing play.</i></p>	<p>The Play Officer's work plan is attached at appendix 1 of this document and the Play Officer will be present at the Scrutiny Board meeting to provide an update on her work. The Play Partnership will hold its first meeting in mid-September and the Play Officer will be able to provide initial feedback on this at the Scrutiny Board meeting. Leeds is currently applying for Play Pathfinder funding, more details of which are attached at appendix 2. If successful, this bid will include funding for universal provision across the city, as well as more specific projects targeted to areas of greatest need. More details will be provided at the Board meeting.</p>	<p>Ongoing (see workplan for specific details)</p>
<p>Recommendation 7 <i>That the Director of Children's Services reports to us within three months on the progress of the Participation Partnership in delivering the implementation plan arising from the Participation Strategy.</i></p>	<p>The Implementation Plan from the Participation Strategy is attached at appendix 3. There are many examples of progress that supports this, a selection includes:</p> <ul style="list-style-type: none"> ○ Embedding the Hear by Right Standard by working with young people to further understand their priorities and the areas where they wish to have more influence. ○ Over 300 staff from right across Children Leeds have undertaken training on using the Participation Evaluation Toolkit to enable more effective engagement with young people. This training is being rolled out to more staff through a growing pool of trainers. ○ Children and young people involved in the development of young people's versions of the Joint Area Review and CYP Plan Review 2008. ○ Focus groups of young people working on the priorities for the CYP Plan 2009. ○ Young people's regular participation at the Children Leeds Partnership, leading 	<p>See timescales on the Implementation Plan</p>

	<p>sessions on high priority issues such as bullying, attendance and new arrivals.</p> <ul style="list-style-type: none"> ○ The piloting a new publication called 'Mayhem'. This aims to build on the success of the 5.2.13 publication, but has a focus on informing young people about how they can influence decision making. An editorial team of 15 young people have been involved in the development of this. It has been widely distributed and is now being evaluated in schools to see if further additions would be worthwhile. ○ A special session with young people to develop their role in commissioning. ○ The Youth Council Executive and young people from ROAR were involved in finalising the specification for the commissioning of future participation work. 	
<p>Recommendation 8 <i>We recommend that the Director of Children's Services promotes the development of local networks to help smaller organisations to continue to play an effective part in the provision of services for 8 to 13 year olds and qualify for funding.</i></p>	<p>Extra capacity has been created within the Business Support Team of Early Years with a specific focus on creating more support locally to the voluntary, community and faith sector, promoting local working and supporting families with children in the 8-13 age range. Projects are in place offering more targeted assistance to local services that support vulnerable groups where we have recognised that there are growing levels of need.</p> <p>Through our commissioning arrangements Leeds is also developing the specification for 'think family' contracts targeted at developing work for families with children aged 8-13. The different strands of the Children's Fund organisation have also been brought together under a single contract to create a more focused and joined-up approach to supporting local projects that work with the 8-13 age range.</p> <p>More broadly, the integration of Leeds Children's Fund into the Early Years and Youth Services remit to form a single 0-19 approach, will help to bring additional resources to the 8-13 age range. Within these arrangements the Children's Fund will have a specific responsibility for providing support to the voluntary, community and faith sector.</p>	
<p>Recommendation 9 <i>That the Director of Children's Services commissions an in-depth review of transport, to promote more</i></p>	<p>It is agreed that an in-depth review is required, but it is not possible with the resources available in this financial year to undertake the work to scope and conduct such a review.</p>	

<p><i>effective use of existing resources and improve children and young people's access to services, and that she reports back to us within three months on progress.</i></p>	<p>We have however, during the last three months undertaken informal discussions with key stakeholders about opportunities to take this forward.</p> <p>This recommendation from scrutiny will also ensure this matter is considered a priority within the revised Children and Young People's Plan for 2009 and beyond.</p> <p>Meanwhile, work is progressing to look at the current availability and use of school transport so that it better supports the offer of extended services to young people.</p>	<p>Children and Young People's Plan 2009</p>
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Strategic Play Officer Work Plan

	June 08	July 08	August 08	Sept 08	Oct 08	Nov 08	Dec 08
Work to carry out							
Establish strategic play partnership	Identify suitable partners in line with recommendations	Agree membership and generate interest with	Introduce membership to Pathfinder bid so far and implementation plan	Induction of partnership	Operational partnership to agree Pathfinder bid	Submit pathfinder bid and agree implementation plan	Strategic partnership meeting
Develop a bid for Leeds Play Pathfinder	Establish requirements to become pathfinder	Start pathfinder bid	Ongoing and review	Submit expression of interest		Submit full application	
Implementation Plan of the play strategy	Identify key elements of the play strategy	ongoing	Outline implementation plan	ongoing		Agree implementation plan	
Mapping of play provision	Establish method and source for gathering data	Gather data onto mapping/data base	ongoing	ongoing	ongoing		
Identify additional funding	Ongoing						
Commissioning process for play services	Through the implementation plan			Meet with procurement re CF play funding			
Parents/Carers children and YP involvement							Identify appropriate mechanisms for engaging

Play Pathfinder Briefing September 2008

The DCS has been invited to apply for wave 2 Play Pathfinder funding from the DCSF. There will be an additional 10 pathfinders nationally selected within wave 2. It is likely that there will only be one pathfinder chosen in the region. If we are unsuccessful as a pathfinder at the selection process we can be put forward to become a Playbuilder over 2 years.

The Pathfinder capital funding awarded is £2m and £500k revenue over 2 years and the Playbuilder funding is £1m capital over 1 year.

Being a Play Pathfinder Authority means by the end of March 2011 Leeds will have been expected to develop 28 public play areas, Playbuilders will be expected to develop at least 22 public play areas, with the capital funding awarded. The development of the play sites are to completely or substantially replace old equipment for new or the building of a completely new play area. Sites are to innovative and attractive to children, particularly 8-13 year-olds, and to be inclusive for disabled children and minority groups.

The 10 Pathfinders identified through this selection process will also each deliver at least one large staffed adventure playground or play park, costing around £800k. These sites should be open-access, with children generally free to come and go as they please and free of charge.

Pathfinders will receive revenue funding to cover a range of activity creating innovative ways of improving local play provision and any other required infrastructure to ensure the Pathfinder programme runs effectively.

Leeds is applying for Pathfinder status the deadline for the initial interest stage is the 15th September. If Leeds is successful in the first stage a full proposal of 3000 words will be required. Timescales of this process are to be confirmed. This is an exciting opportunity for the development of play opportunities in information will be shared at the next Children Leeds Partnership.

At this stage we cannot identify exactly which 28 playgrounds will benefit from the Pathfinder funds. Parks and Countryside has undertaken an audit of sites and this audit will form the basis of recommendation that will go to area committees.

If you require any further information please contact.

Jody Sheppard
Leeds Children's Fund Manager
Early Years and Youth Service
0113 22 43630

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Participation Strategy Implementation Plan

Ref	Objective 1
	Embedding the Hear by Right Standards
Ref	Success Criteria
1.	Children and young people would make more of a contribution.
2.	There would be more opportunities for children and young people and they would know about them.
3.	Services would improve their ability to respond to the changing needs of children and young people.
Links to other plans	

Hear by Rights Standards Children Leeds Priorities 2008/09

The active involvement of children and young people is a central commitment for all the different partners that make up the Children Leeds Partnership and Children's Trust arrangements in Leeds. With children and young people being listened to and respected by adults.
(standard 1.1)

All Partners work with children and young people to lay out clear statements about how they are valued and can take part; making sure that children and young people can get good and clear information to allow them to participate fully in issues that are important to them.
(standards 1.2 and 6.3)

A strategic plan for participation is agreed with all partners including children and young people; telling us who the key staff are, what will they do and what are the resources. It should also be clear how children and young people can take part in the different aspects of the plan.
(standard 2.2)

Activity	Performance Indicator	Timescale	Resources	Outcomes	Lead
Agreement in principle across CLP.	All members of CLP signed up to strategy	Nov 2007	Within existing work programme	Acceptance of strategic approach to participation Strategy distributed and well known across CLP	Barbara Newton

Establish reformed strategic partnership group to take responsibility for delivery of participation strategy and compliance with Hear by Right.	Appropriate representation on strategic participation group from across CLP Meetings effective and well supported	Jan 2008	Time commitment from staff across the partnership	Strategic participation group in place Evidence to demonstrate compliance with Hear by Right	Barbara Newton
Determine which standards are priorities for 2008/09.	Priority standards agreed	Nov 2007	Strategic Participation Group/ Young People/ NYA consultant	Joint ownership of priority standards by relevant adults and young people's group	Deborah Howe
Ensure the joint development of action plans for each priority with service leaders, wedge partnerships / AMBs and young people.	Young people fully engaged in development of service plans	July 2008	Leeds Participation Team/ Service Leaders / C.I.As	Action plans agreed and in place alongside service plans	Strategic Participation Group
Confirm action plans and ensure ownership and implementation.	Mechanism for monitoring implementation of action plans established	July 2008	Leeds Participation Team/ Service Leaders	Action plans well known and understood across services	Strategic Participation Group
Agreed action plans to be aligned with annual service planning.	Participation of children and young people embedded in service planning	April 2009	Service leaders	Service plans incorporate children and young people's participation	Strategic Participation Group
Ensure effective communication of children and young people's participation activity across CLP.	Impact of children and young people's participation is recognised and publicised	Ongoing	Children Leeds Communications Network	Impact of children and young people's participation is well known and understood	Strategic Participation Group

Participation Strategy Implementation Plan

Ref	Objective 2
	Using the Participation Evaluation Toolkit for service reviews and planning
Ref	Success Criteria
1.	Children and young people would make more of a contribution
2.	There would be more opportunities for children and young people and they would know about them.
3.	Services would improve their ability to respond to the changing needs of children and young people.
4.	We would have a clear picture of the extent of participation across Leeds.
Links to other plans	

Hear by Rights Standards Children Leeds Priorities 2008/09

Children and young people get a wide range of support to participate at every level of the Children Leeds Partnership.
(standard 6.7)

Activity	Performance Indicator	Timescale	Resources	Outcomes	Lead
Audit current training and usage of PET to establish baseline.	Information gathered from all services /organisations who have completed PET training	May 2008	Staff time at the Project. Time commitment from staff across the partnership	Numbers of people and organisations/ services who have undertaken training established Levels of PET activity clarified.	Deborah Howe
Develop training plan in conjunction with those responsible for training & workforce development across the CLP.	Development of training plan for cascade training.	June 2008	Staff time at the Project Time commitment from appropriate staff engaged in workforce development	Developed understanding of participation and training needs across the workforce. A comprehensive mechanism for cascading PET	Deborah Howe, in conjunction with workforce development.

Audit current training resource.	Refreshed Toolkit aligned with Hear by Right Standards	June 2008	Staff time at the Project. Time commitment from staff across the partnership Design and print of new toolkits	Increased awareness and ownership of PET PET and Hear by right in an accessible format for cascade training	Deborah Howe
Develop and implement a 'training the trainers' programme.	Agreed training the trainers package rolled out across the partnership.	June 2008 onwards	Staff time at Project Trainers' time commitment from service /organisations from across the partnership	Trainers across a range of services and organisation have a developed understanding of PET and Hear By right and are equipped to deliver a cascade training model.	Deborah Howe and Kerry Roling in conjunction with workforce development.
Develop tiered training package.	PET Training package delivered across the partnership through a cascade model	Sept 2008 onwards	Trainers' time commitment from service /organisations from across the partnership. Staff time at the Project for support.	PET is utilised across the partnership to develop and increase participation activities in the planning and delivery of services.	Deborah Howe and Kerry Roling in conjunction with workforce development

Participation Strategy Implementation Plan

Ref	Objective 3
	Ensure that staff are trained appropriately in children and young people's participation
Ref	Success Criteria
1.	Children and young people would perceive that life was fairer.
2.	There would be more respect between children and adults.
3.	Children and young people would have an expectation of participation.
Links to other plans	

Hear by Rights Standards Children Leeds Priorities 2008/09

All staff know how to help us take part and think it's a good idea with job descriptions that detail appropriate skills and commitment.
(standard 5.1)

Children and young people contribute to the recruitment, selection and induction of key staff.
(standard 5.2)

Someone checks how well staff help us take part in decision making through appraisals and supervision.
(standard 5.3)

Staff, bosses and young people get training on how we can all take part to make things better.
(standard 6.2)

Activity	Performance Indicator	Timescale	Resources	Outcomes	Lead
Evaluate effectiveness of introductory training package used by Leeds Participation Team.	Growing number and range of organisations sign up for introductory training and move on to PET training and sign up to the participation strategy	July 2008	Time of LPT staff.	Participation, the participation strategy and PET is understood and used to inform practice across children's services	Leeds Participation Team

Identify other training opportunities available in Leeds.	Growing database of identified training opportunities available in Leeds	Ongoing	Time of Kerry Roling. Access to information via LPT, CIAs and other services	Comprehensive and complete database of current available and relevant training available	Kerry Roling to collate
Identify requirement for differentiated training opportunities.	Continuing evaluation of training provided	Initially July	Time to gather information from service areas.	Differentiated training programme meeting the needs and requirements of all.	Strategic Participation Group
Develop approaches to quality assurance of participation training programmes.	Consistent and comprehensive participation training programme.	Ongoing/ long term	Subgroup drawn from Strategic Participation Group and LPT.	Systematic embedded evaluation of participation and the participation strategy by all service users and stakeholders across children's services.	Strategic Participation Group.
Support development of peer networks for staff.	Leeds Participation Team develops into a city wide support network continuing the development of effective participation. Established and effective sub groups within wedge partnerships/AMBS	ongoing	Staff, time, cost involved in supporting greater growing Leeds Participation Team	Effective peer networks established and maintained CIA role developed to support implementation of strategy.	Strategic Group/ Leeds Participation Team

Participation Strategy Implementation Plan

Ref	Objective 4
	Developing robust and rigorous processes for ensuring compliance with the strategy
Ref	Success Criteria
1.	Practice is consistent across the City .
2.	All children and young people have equal access to participation opportunities.
Links to other plans	

Hear by Rights Standards Children Leeds Priorities 2008/09

There are rules and guidelines (policies) in place to make sure children and young people's participation is safe and fair. These will look at consents, protection, safety, access, transport, complaints, incentives, rewards etc.
(standard 4.1)

There is money and supportive financial systems in place to support the participation of children and young people across the Children Leeds Partnership.
(standard 4.2)

Children and young people's participation is recorded and evaluated with clear evidence about what it has changed and how. All partners of Children Leeds work with children and young people to celebrate and share their achievements.
(standard 4.3)

Activity	Performance Indicator	Timescale	Resources	Outcomes	Lead
Agree monitoring and reporting procedures across all services.	Consultation realises proposed set of monitoring and reporting procedures Participation Strategy Group agrees procedures	April 2008	Performance managers from across the partnership BMG consultation portal.	Procedures document produced. Agreement to use of BMG consultation portal across partnership.	Nicola Engel

Develop reporting and monitoring mechanism.	100% of the partners that have signed the strategy sign-up to procedures	April 2008	Performance managers from across the partnership.	Procedures used by all partners	Nicola Engel
Establish mechanisms by which young people are actively engaged in the monitoring and evaluation process, with appropriate support.	System agreed and its use included in procedures above.	September 2008 onwards.	Services to identify appropriate resource.	Reporting and monitoring system used by all partners	Strategic Participation Group.
Establish periodic reporting mechanism	Reporting mechanism in place.	January 09	Admin time directly provided or commissioned by Children Services.	Periodic summary report published as part of CYPP monitoring process.	Barbara Newton

Participation Strategy Implementation Plan

Ref	Objective 5
	Building children and young people's participation into the commissioning processes for Children Leeds.
Ref	Success Criteria
1.	Children and young people are positive about their role in the commissioning process.
2.	Appropriate services are commissioned.
3.	Commissioned services ensure the active participation of children and young people.
Links to other plans	

Activity	Performance Indicator	Timescale	Resources	Outcomes	Lead
Develop practice guidance for how children and young people can be effectively involved in commissioning at each stage (analyse, plan, do, review).	Practice guidance developed.	July 2008	Workshop venue, Research, Planning and delivery time. LPT/CIAs	Principles of good practice and supporting examples produced.	Jody Sheppard / Deborah Howe.
Establish use of good practice guidelines.	All commissioning processes for CL adopt good practice guidelines for participation in commissioning	September 2008.	Jody Sheppard and Joint Preventative Partnership	Commissioning processes involve Children and Young People.	Strategic Participation Group.

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Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 18 September 2008

Subject: Draft Terms of Reference

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 At the board's meeting in July, members agreed two major pieces of inquiry work for this year – entering the education system, and 14-19 education.
- 1.2 The board appointed working groups to draft terms of reference for both inquiries. These working groups have met with relevant officers to discuss the potential scope for the inquiry.
- 1.3 The draft of the terms of reference will be circulated in advance of the meeting.

2.0 Views of the director and executive member

- 2.1 The Scrutiny Board Procedure Rules Guidance Notes also require that, before embarking on an inquiry, the board seeks and considers the views of the relevant director and executive member. These views will need to be taken into account in finalising the terms of reference.
- 2.2 Any comments received will be reported to the board at the meeting.

3.0 Recommendation

- 3.1 The board is requested to agree the terms of reference for the inquiries.

Background papers

None

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Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 18 September 2008

Subject: Work Programme

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 A copy of the board's draft work programme is attached for members' consideration (appendix 1). The attached chart reflects the discussions at the board's July meeting.
- 1.2 An additional item has been added to the work programme for the October Board meeting in relation to the Joint Strategic Needs Assessment, currently being carried out by the Primary Care Trust (PCT) and the local authority. This document is also being presented to the Health and Adult Social Care Scrutiny Boards, but is also relevant to the Children's Services Scrutiny Board, as it will inform the future commissioning of health and social care provision.
- 1.3 Also attached to this report are the current Forward Plan of Key Decisions (appendix 2) and the minutes of the council's Executive Board meetings held on 16 July and 2 September (appendix 3), which will give members an overview of current activity within the board's portfolio area.

2.0 Recommendation

- 2.1 The board is requested to agree the attached work programme subject to any decisions made at today's meeting.

Background papers
None

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**Scrutiny Board (Children's Services)
Work Programme 2008/09**

Item	Description	Notes	Type of item
Meeting date – 16 October 2008			
Leadership Challenge	To consider the evaluation of this pilot project		B
Performance Management	Quarter 1 information for 2008/09 (April - June)	All Scrutiny Boards receive performance information on a quarterly basis	PM
Children's Services and the Children and Young People's Plan	To maintain an overview across the Board's portfolio, and to monitor the development of the Children's Services arrangements in Leeds	The Board has agreed to monitor progress against the priorities in the Plan on a quarterly basis	PM
Joint Strategic Needs Assessment	To consider the joint assessment of priorities for the Primary Care Trust and local authority		DP
Recommendation Tracking	This item tracks progress with previous Scrutiny recommendations on a quarterly basis		MSR
Leeds Inclusive Learning Strategy	Quarterly progress update from the Programme Board	Agreed by the Board in July 2008	PM

**Scrutiny Board (Children's Services)
Work Programme 2008/09**

Item	Description	Notes	Type of item
Meeting date – 13 November 2008			
Inquiry One – 14-19 Education	To receive evidence as the first session of the Board's Inquiry		
Meeting date – 11 December 2008			
Inquiry Two – Education Standards – entering the education system	To receive evidence as the first session of the Board's Inquiry		
Meeting date – 8 January 2009			
Performance Management	Quarter 2 information for 2008/09 (July-Sept)	All Scrutiny Boards receive performance information on a quarterly basis	PM
Children's Services and the Children and Young People's Plan	To maintain an overview across the Board's portfolio, and to monitor the development of the Children's Services arrangements in Leeds	The Board has agreed to monitor progress against the priorities in the Plan on a quarterly basis	PM
Recommendation Tracking	This item tracks progress with previous Scrutiny recommendations on a quarterly basis		MSR
Draft Children and Young People's Plan	To comment on the draft second Plan	Timing subject to confirmation – may be February 2009	DP
Meeting date – 5 February 2009			
Inquiry One – 14-19 Education	To receive evidence as the second session of the Board's inquiry		

**Scrutiny Board (Children's Services)
Work Programme 2008/09**

Item	Description	Notes	Type of item
Meeting date – 5 March 2009			
Inquiry Two – Education Standards – entering the education system	To receive evidence as the second session of the Board's Inquiry		
Meeting date – 2 April 2009			
Performance Management	Quarter 3 information for 2008/09 (Oct-Dec)	All Scrutiny Boards receive performance information on a quarterly basis	PM
Children's Services and the Children and Young People's Plan	To maintain an overview across the Board's portfolio, and to monitor the development of the Children's Services arrangements in Leeds	The Board has agreed to monitor progress against the priorities in the Plan on a quarterly basis	PM
Recommendation Tracking	This item tracks progress with previous Scrutiny recommendations on a quarterly basis		MSR
School performance and Ofsted Inspections	Annual report on school performance and biannual update on Ofsted Inspections and schools causing concern	The Scrutiny Board agreed in 2006/07 to consider these reports to Executive Board	PM
Annual Report	To agree the Board's contribution to the annual scrutiny report		

Key:

- RFS – Request for scrutiny
- RP – Review of existing policy
- DP – Development of new policy
- MSR – Monitoring scrutiny recommendations
- PM – Performance management
- B – Briefings (including potential areas for scrutiny)

Scrutiny Board (Children's Services)
Work Programme 2008/09

Working Groups

Working group	Membership	Progress update	Dates
<p>Young People's Scrutiny Forum – Protecting our Environment</p>	<p>Members of Leeds Youth Council and ROAR</p>	<p>Terms of reference agreed April 2008 Currently taking evidence</p>	
<p>Attendance</p>		<p>A number of linked issues were raised, including:</p> <ul style="list-style-type: none"> • Attendance • Early identification of pupils who may become NEET (not in education, employment or training) • Children missing from education • Achievement of looked after children <p>The Board agreed in July to establish a working group to explore these issues in more detail and report back.</p>	

LEEDS CITY COUNCIL

FORWARD PLAN OF KEY DECISIONS

Extract relating to Scrutiny Board (Children's Services)

For the period 1 September 2008 to 31 December 2008

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
Contract for Intensive 7 Day Family Support Award of contract	Chief Officer - Early Years and Youth Service	1/9/08	Client Department	Contract Award Report	Director of Children's Services
ESF Youth Responsiveness Fund Manager Contract Acceptance	Chief Officer - Early Years and Youth Service	1/9/08	CPU, JCPC	None.	Director of Children's Services
Family Support and Assessment Services (NCH) Delegated decision required to enter into the first of two twelve month extension periods under the existing contract.	Chief Officer - Children and Young People's Care	1/9/08	None	Report	Director of Children's Services

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
Children's Services update and framework for the next Children and Young Peoples Plan To accept the update and support the framework for producing the 2009 Children and Young Peoples Plan	Executive Board (Portfolio: Children's Services)	2/9/08		The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services
Proposed Closure of a Children's Home That Iveson Approach Children's Home is closed and that the savings made are used to extend the range of foster care placements available to meet the needs of young people with more complex needs.	Executive Board (Portfolio: Children's Services)	2/9/08	Residents, Social Workers, Independent Reviewing Officer, Staff and Trade Union representatives	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services
Placement Strategy for Looked After Children Acceptance of the Strategy	Executive Board (Portfolio: Children's Services)	2/9/08	Partner agencies e.g. PCT, Education Leeds	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
<p>Managing Pupil Numbers at Swallow Hill Community College</p> <p>Approval of the strategy proposed to manage the excess in pupil numbers in the existing Wortley High School building, and approval of the capital injection of £1.19m to meet the cost of required refurbishment and ICT works.</p>	Executive Board (Portfolio: Children's Services)	8/10/08	School & Temporary Governing Body	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
<p>Richmond Hill and Swillington Primary</p> <p>Permission to consult on rebuilding schools.</p>	Executive Board (Portfolio: Children's Services)	8/10/08	Consultation September 2008	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
<p>Sharp Lane Primary School- Creation of New Entrance and Provision of Remodelling Works</p> <p>Approval to carry out capital works, and incur expenditure in relation to the proposed scheme to create a new school entrance, and to carry out remodelling works.</p>	Executive Board (Portfolio: Children's Services)	8/10/08		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
Shire Oak CE Primary School- Replacement Classroom Accommodation Approval to carry out capital works and incur expenditure in relation to the proposed scheme to provide replacement classroom accommodation	Executive Board (Portfolio: Children's Services)	8/10/08		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Roundhay Children's Centre (DCR) To inject £300K into the Children's Services Capital Programme and give authority to incur this expenditure.	Executive Board (Portfolio: Children's Services)	8/10/08	Education Leeds, Children's Services, Providers and stakeholders city wide.	The report to be issued to the decision maker with the agenda	Director of Children's Services
Options for the Home to School Transport Policy Approval to consult on the proposed options	Executive Board (Portfolio: Children's Services)	8/10/08		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Boston Spa Children's Centre(DCR) To inject £350K into the Children's Services Capital Programme and give authority to incur this expenditure	Executive Board (Portfolio: Children's Services)	8/10/08	Education Leeds, Children's Services, Providers and stakeholders city wide.	The report to be issued to the decision maker with the agenda	Director of Children's Services

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
The National Challenge and Secondary Provision in Central and East Leeds Approval of structural change required of the Central Leeds Learning Federation Schools and Parklands as part of LCC response to the DCSF for the National Challenge.	Executive Board (Portfolio: Children's Services)	8/10/08	Formal consultation following approval of this report	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Independent Advice and Guidance Contract Acceptance	Chief Officer - Early Years and Youth Service	3/11/08	Corporate Procurement Unit, Joint Preventative Commissioning Panel, Joint Preventative Partnership	None.	Director of Children's Services
Junior Youth Inclusion Projects Contract acceptance	Chief Officer - Early Years and Youth Service	3/11/08	CPU	None.	
Leeds BSF Phase 2 Approval of the Final Business Case in respect of Crawshaw High School	Executive Board (Portfolio: Children's Services)	5/11/08		The report to be issued to the decision maker with the agenda for the meeting	Deputy Chief Executive

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made)
Merlyn Rees Youth Hub Centre (DCR) To inject £5million into the Children's Services Capital Programme and give authority to incur this expenditure.	Executive Board (Portfolio: Children's Services)	5/11/08	Education Leeds, Children's Services, providers and stakeholders city wide.	The report to be issued to the decision maker with the agenda	Director of Children's Services
Leeds BSF Phase 2 Approval of the Final Business Case in respect of Priesthorpe Specialist Sports College.	Executive Board (Portfolio: Children's Services)	3/12/08		The report to be issued to the decision maker with the agenda for the meeting	Deputy Chief Executive

NOTES

Key decisions are those executive decisions:

- which result in the authority incurring expenditure or making savings over £250,000 per annum, or
- are likely to have a significant effect on communities living or working in an area comprising two or more wards

Executive Board Portfolios

Executive Member

Central and Corporate	Councillor Richard Brett
Development and Regeneration	Councillor Andrew Carter
Environmental Services	Councillor Steve Smith
Neighbourhoods and Housing	Councillor John Leslie Carter
Leisure	Councillor John Procter
Children's Services	Councillor Stewart Golton
Learning	Councillor Richard Harker
Adult Health and Social Care	Councillor Peter Harrand
Leader of the Labour Group	Councillor Keith Wakefield
Leader of the Morley Borough Independent Group	Councillor Robert Finnigan
Advisory Member	Councillor Judith Blake

In cases where Key Decisions to be taken by the Executive Board are not included in the Plan, 5 days notice of the intention to take such decisions will be given by way of the agenda for the Executive Board meeting.

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EXECUTIVE BOARD

WEDNESDAY, 16TH JULY, 2008

PRESENT: Councillor R Brett in the Chair

Councillors A Carter, R Finnigan, S Golton,
R Harker, P Harrand, J Procter, S Smith
and K Wakefield

Councillor J Blake – Non-voting advisory member

28 Exclusion of the Public

RESOLVED – That the public be excluded from the meeting during consideration of the following parts of the agenda designated exempt on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:

- (a) Appendix 1 to the report referred to in minute 38 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that publication could prejudice the City Council's commercial interests as the appendix includes matters where negotiations of a confidential nature will ensue. In these circumstances it is considered that the public interest in disclosing this commercial information outweighs the interests of disclosure.
- (b) Appendix B to the report referred to in minute 41 under the terms of Access to Information Procedure Rule 10.4(3) and (4) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information as it relates to the financial or business affairs of the parties identified in the report, and of the Council and that publication could prejudice the Council's commercial interests as it includes financial information relating to contracts that if published could influence negotiations between the Council and potential contractors.
- (c) Appendices 1 and 2 of the report referred to in minute 44 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information because publication could prejudice the City Council's commercial interests as, both the appendix and the final business case include matters where final negotiations on the contract are not yet complete, and these negotiations are confidential between the City Council, the LEP and Environments for Learning (E4L). In addition both the Appendix and the Final Business Case contain sensitive commercial information supplied to the City Council by the LEP and E4L.
- (d) The appendix to the report referred to in minute 55 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the information is not publicly available from the statutory registers of

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information kept in respect of of certain companies and charities. It is considered that since this information was obtained through one to one negotiations for the acquisition of the property/land then it is not in the public interest to disclose this information at this point in time as this could lead to random competing bids which would undermine this method of negotiations and affect the integrity of acquisition of property/land by this process. Also it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties could obtain information about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

- (e) Appendix 1 to the report referred to in minute 58 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information because it relates to the financial or business affairs of a particular person and of the Council. This information is not publicly available from Statutory registers of information kept in respect of certain companies and charities. To release full details of all of these matters into the public domain would almost certainly prejudice landowners and the Council's commercial interests as there may be interventions by rival parties at this stage of the land assembly process. In addition, these kind of interventions would lead to serious prejudice to the Council's commercial interests and could damage the process of negotiations with the owners.

29 Late Items

The Chair had admitted the following late items to the agenda as follows:

The National Challenge: Schools achieving less than 30% of 5 GCSEs including English and Maths (minute 42)

The DCSF deadline for submission of the plan was the end of July 2008 and it was considered appropriate that the Board should endorse the proposed approach prior to its submission

South Leeds Expression of Interest (minute 43)

The proposal in this item was directly related to the National Challenge item and it was logical that both reports be considered at the same meeting of the Board.

Transport Innovation Fund Pump Priming Bid (minute 51)

The report could not be prepared for distribution with the agenda pending advice that government would support the bid, and as the two year programme of work was scheduled to commence in the month of this meeting, it was appropriate that the matter be admitted to the agenda.

30 Declaration of Interests

Councillor Wakefield declared a personal interest in the items relating to The National Challenge (minute 42) and the South Leeds Expression of Interest (minute 43) as a member of the Learning and Skills Council.

Councillor Blake declared a personal interest in the item relating to Older People's Day Services (minute 46) as a member of Middleton Elderly Aid and a personal and prejudicial interest in the item relating to Otley Heavy Goods Vehicle Traffic as the owner of a property in Otley (minute 49)

Councillor Harrand declared a personal interest in the item relating to Older People's Day Services (minute 46) as a member of Moor Allerton Elderly Care and Councillor Brett as a member of Burmantofts Senior Action Committee.

Further declarations made during the meeting are referred to in minutes 53 and 59 (Councillor Smith)

31 Minutes

RESOLVED – That the minutes of the meeting held on 11th June 2008 be approved.

NEIGHBOURHOODS AND HOUSING

32 Beeston Group Repair - Phase 5

The Director of Environment and Neighbourhoods submitted a report on a proposal to extend the life of approximately 50 properties in the Beeston area by 30 years utilising £1,500,000 of Single Regional Housing Pot funding.

RESOLVED –

- (a) That approval be given for the injection into the capital programme of £1,350,000 of Regional Housing Board money and of £150,700 from owner occupiers and that scheme expenditure to the amount of £1,500,700 be authorised.
- (b) That the Director of Environment and Neighbourhoods brings a further report on progress at the appropriate time.

33 Leeds Watch CCTV Improvement Scheme

The Director of Environment and Neighbourhoods submitted a report on the proposed improvement of the LeedsWatch CCTV scheme in partnership with Metro subject to agreed Heads of Terms at a cost of £973,500

The report presented four options of taking no action, replacing VCR with DVD, digital storage and management solution, and digital storage and management solution in partnership.

RESOLVED –

- (a) That approval be given to option four as detailed in the report.
- (b) That approval be given to the injection of £973,500 of unsupported borrowing into the Environment and Neighbourhoods Capital Programme and that expenditure in the same amount be authorised.
- (c) That approval be given to enter into a partnership with Metro subject to agreed Heads of Terms.

34 Area Committee Roles for 2008/09

The Director of Environment and Neighbourhoods submitted a report outlining the range of proposed increased roles for the Area Committees for 2008/09.

Revised appendices to the report had been circulated subsequent to the issue of the agenda.

RESOLVED –

- (a) That the Area Functions to be delegated to Area Committees for 2008/09 as summarised in the report and detailed in Appendix 1 be approved.
- (b) That the enhanced roles of Area Committees as summarised in the report and detailed in Appendix 2 be endorsed.
- (c) That this information be reported to the Area Committees at the next cycle of meetings.
- (d) That the Area Functions referred to in (a) above be incorporated into the Council's Constitution at the next available opportunity.

35 Key Decision Taken Under Special Urgency Provisions

The Assistant Chief Executive (Corporate Governance) submitted a report informing of a Key Decision taken under 'Special Urgency' provisions contained in the Constitution and recommending that the Board forward this report to Council as the quarterly report on such decisions in accordance with paragraph 16.3 of the Access to Information Procedure Rules.

RESOLVED – That the report be approved for submission to Council as the quarterly report in accordance with Access to Information Procedure Rule 16.3.

CHILDREN' S SERVICES

36 Early Years Capital Grants 2008-2011

The Acting Chief Officer for Early Years and Integrated Youth Support Service submitted a report on the capital funding allocations for 2008-11 that will support the implementation of the 10 Year Strategy for Childcare by way of capital expenditure of £11,324,414 on payments to Early Years providers and schools to enable the delivery of extended services and to meet the statutory duties of the Childcare Act 2006.

RESOLVED –

- (a) That approval be given to the injection of £8,229,414 Quality and Access for all Young Children (Capital scheme number 14776) and £3,095,000 Extended Services (Capital scheme number 14777) Capital Grants into the Children's Services Capital Programme and that authority be given to incur this expenditure on payments to Early Years providers to meet the statutory duties of the Childcare Act 2006 as outlined in the guidance and in the report.
- (b) That the proposals for allocation of grant and monitoring of outcomes for the DCSF by Partnership Boards established under Leeds City Council corporate governance for the purpose be approved.
- (c) That an annual report on programme outcomes and expenditure be brought to this Board.

37 Children's Services Joint Area Review Action Plan

Further to minute 11 of the meeting held on 11th June 2008 the Director of Children's Services submitted a report on the production of the formal Joint Area Review action plan, and the arrangements for its implementation and performance monitoring.

RESOLVED – That the report be received, that the action plan be approved for submission to Ofsted and that updates on progress against the action plan be brought to this Board as part of the annual performance assessment reporting in December 2008.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on this decision)

38 Independent Living PFI Project - Approval of Revised Scope and Affordability Issues

With reference to minute 53 of the meeting held on 22nd August 2007 the Director of Children's Services submitted a report on the proposed revised scope and affordability of the Independent Living Project for Children's Services.

Following consideration of appendix 1 to the report designated as exempt under Access to Information Procedure Rule 10.4(3) which was considered in private at the conclusion of the meeting it was

RESOLVED –

- (a) That the reduction in scope of the Children's Services PFI Project be approved.
- (b) That the Children's Services PFI Project to build a new 12 bed short break unit be approved.
- (c) That the project be implemented as a City Council Change in accordance with the financial parameters in Appendix 1 to the report.
- (d) That the Chair of the Independent Living Project Board be authorised (in consultation with two other members) to give approval to the terms of the City Council Change Notice and to approve (or reject) the

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Contractor's final responses under the Project Agreement Change Protocol.

39 Bankside Primary School - Provision of Newly Built School

The Chief Executive of Education Leeds submitted a report on the principle of the proposed demolition of the existing Bankside Primary School with a rebuild on the current site subject to later consideration of a detailed design and cost report by this Board.

RESOLVED – That the content of the report in detailing the proposed scheme be noted and that approval in principle be given to the rebuilding of Bankside Primary School, subject to a design and cost report being brought to a future meeting of this Board.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on this decision)

40 Proposal to Make a Prescribed Alteration at Harehills Primary School

The Chief Executive of Education Leeds submitted a report on the outcome of statutory notices published on the proposal to make a prescribed alteration to permanently increase the admission number at Harehills Primary School from 60 to 90 reception places.

RESOLVED – That approval be given to proceed with the proposal to permanently increase the admission number for Harehills Primary School from 60 to 90 reception places with effect from September 2009.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on this decision)

41 Future of East Moor Secure Children's Home

The Director of Children's Services submitted a report on a proposal to build a new secure children's home to replace East Moor House.

Following consideration of appendix B to the report designated as exempt under Access to Information Procedure Rule 10.4(3) and (4) which was considered in private at the conclusion of the meeting it was

RESOLVED – That the Director of Children's Services be requested to commence a process of negotiations with the Youth Justice Board, the Department of Children, Schools and Families and other key stakeholders to consider building a new secure children's home to replace East Moor House.

42 The National Challenge: Schools Achieving Less than 30% of 5 GCSEs including English and Maths

The Chief Executive of Education Leeds submitted a report outlining the proposed response of Education Leeds to the government's 'National Challenge' that every school should have more than 30% of students achieving five good grades at GCSE including English and Maths. The report

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included the assessment made by Education Leeds of each school's prospects of achieving the floor targets and of the type of support and actions needed to achieve them.

RESOLVED –

- (a) That the risk assessment set out in paragraph 3.4 of the report be agreed as the basis of the Council's response to the DCSF and the requested action plan.
- (b) That the continued exploration of a range of options for those schools at risk of not achieving the floor target by 2011 be supported.
- (c) That the plans to ensure that the majority of schools will continue to make good progress towards and past the floor target be supported.

43 South Leeds Expression of Interest

The Chief Executive of Education Leeds submitted a report on a proposal to progress an expression of interest into a detailed feasibility and consultation process to allow a full examination of the issues surrounding the establishment of an academy to serve Beeston and Holbeck, City and Hunslet and Middleton Park wards of inner South Leeds.

RESOLVED –

- (a) That approval be given to progress to a detailed feasibility and formal consultation process that will allow a full examination of the issues surrounding the establishment of an academy to serve the Beeston and Holbeck, City and Hunslet and Middleton Park wards of inner South Leeds.
- (b) That a further report be brought to this Board in Autumn 2008 on the outcome of the feasibility and formal consultation process to enable the Board to come to a final decision on the value of establishing an academy to replace South Leeds High School.

LEISURE

44 New Leaf Leisure Centres - Approval of Final Business Case, Affordability and off site Capital Works

The Director of City Development submitted a report on the proposed submission of the final business case to the Department of Culture, Media and Sport and proposed injection into the capital programme for the development of off-site highway works at Morley and Armley leisure centres in addition to a multi-use games area at Armley.

Following consideration of appendices 1 and 2 to the report designated as exempt under Access to Information Procedure Rule 10.4(3) which were considered in private at the conclusion of the meeting it was

RESOLVED –

- (a) That the submission of the Final Business Case to the Department for Culture, Media and Sport be approved. The Final Business Case covers the New Leaf Leisure Centres Armley and Morley, as part of the

City Council's BSF Wave1 Programme and financed through the Government's Private Finance Initiative.

- (b) That approval be given to the financial implications for the Council of entering into the Project, and to the maximum affordability ceiling for the City Council in relation to the PFI contract of £3,688,000 as set out in Appendix 1 to the report (but subject to paragraph (g) below should the SWAP rate exceed 5.8% at financial close).
- (c) That approval be given to the arrangements to Financial Close and implementation of the Project to include (but not by way of limitation) the award/entry into a PFI Project Agreement to a special purpose company to be established under terms agreed between the City Council and the Leeds Local Education Partnership (LEP) and in connection therewith, grant delegated powers to the Deputy Chief Executive (or in his absence the Director of Resources) to make any necessary amendments to the Final Business Case and given final approval to the completion of the Project, including (but not by way of limitation) the terms of the following:
 - i. The Project Agreement
 - ii. The Funders Direct Agreement
 - iii. Arrangements to appoint an independent certifier to assess the quality of the contractors' work
 - iv. Appropriate collateral warranties and

Together with any other documentation ancillary or additional to the above necessary for the completion of the Project ('Project Documents')

subject to

- (A) DCMS approval of the Final Business Case
 - (B) the Deputy Chief Executive (or in his absence the Director of Resources) being satisfied that the Project remains within the affordability constraints set out in Appendix 1 to the report
 - (C) Receipt of a report satisfactory to the Deputy Chief Executive (or in his absence the Director of Resources) from the Council's external legal advisers, as described in paragraph 5.4 of the report and
 - (D) The Director of Resources (or in his absence the Chief Officer – Financial Management) assessment on the balance sheet treatment in relation to the PFI contract as set out in paragraph 4 of Appendix 1 of the report.
- (d) That the Director of Resources, as the statutory officer under section 151 of the Local Government Act 1972, or in his absence the Chief Officer - Financial Management, be authorised to sign any necessary certificates under the Local Government (Contracts) Act 1997 in relation to the Project.

- (e) That, in respect of certification under (d), and subject to the advice of the Assistant Chief Executive (Corporate Governance), a contractual indemnity be provided to the Director of Resources (or the Chief Officer – Financial Management, as appropriate) in respect of any personal liabilities arising from the certification.
- (f) That approval be given to the execution of the Project Documents, by affixing the Council’s common seal and / or signature (in accordance with Articles 14.4 and 14.5 of Part 2 of the City Council’s Constitution) and to the Assistant Chief Executive (Corporate Governance) (or any other officer of the Council authorised by her) taking any necessary further action following the approval of completion of the Project by the Deputy Chief Executive or Director of Resources referred to in (c) above to complete the Project including any final amendments to the Project Documents and to give effect to Members’ resolutions and the delegated decisions referred to in this minute.
- (g) That the chair of the BSF / PFI Project Board or his nominee be authorised to approve the completion of the project should the SWAP rate exceed 5.8% at Financial Close as set out in Appendix 1 to the report
- (h)
 - (i) That the Project Brief for the off site highway works as presented be approved.
 - (ii) That the Highway Scheme Design as presented be approved.
 - (iii) That injection of £280,000, into the Capital Programme, funded by £150,000 from Sport England and £ 130,000 from section 278 receipts, be authorised and that transfer of £80,000 from an existing capital programme scheme be agreed, all to fund the off site highway works.
 - (iv) That total scheme expenditure of £360,000 be authorised.
 - (v) That the funding plan and the procurement plan as presented be approved.

45 Leeds Sports Trust

The Director of City Development submitted a report on the current position with regard to development of the proposed Sports Trust and on options for moving forward.

RESOLVED –

- (a) That the development of a Trust to manage the Council’s Sports and Active Recreation Service be not proceeded with.
- (b) That further work be undertaken and reports brought forward for consideration by this Board as to medium and long term options to address the challenges faced by the service as presented in the submitted report.

ADULT HEALTH AND SOCIAL CARE

46 Older People's Day Services - Service Improvement Plan

The Director of Adult Social Services submitted a report on the proposed service plan to deliver increased choice and more personalised day activities for older people.

RESOLVED –

- (a) That endorsement be given to the model of flexible, individualised and socially inclusive approach to the provision of day opportunities for older people with care needs and that the work now underway to modernise the day service for older people in Adult Social Care be noted.
- (b) That the phased approach which forms the basis of further work with stakeholders in relation to planning and implementation for each area of the city be agreed.
- (c) That the programme be developed with the involvement of local members and their Area Committees thus ensuring effective and efficient local implementation.
- (d) That the phase 1 proposals set out in the report be adopted as a basis for consultation and ongoing work. This includes the specific proposed reprovision detailed in respect of Richmond Hill and the Peripatetic Unit in paragraph 6.3 of the report in respect of which a further report be brought to this Board on the outcome of the consultation relating to the future of those units by November 2008.
- (e) That further reports be brought to this Board in 2009 on the outcome of the wider consultation about locality plans and the results of the ongoing work as the modernisation of older people's day services progresses.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on this decision)

CENTRAL AND CORPORATE

47 Treasury Management Annual Report 2007/08

The Director of Resources submitted a report providing a review of the Treasury Management Strategy and operations for 2007/08.

RESOLVED – That the treasury management outturn position for 2007/08 be noted.

48 Transfer of Dormant Funds to Launch a New City of Leeds Fund

The Director of Resources and Assistant Chief Executive (Corporate Governance) submitted a joint report on a proposal to work with the Leeds Community Foundation to establish a new City of Leeds Fund to provide support to community groups by the transfer of resources from redundant existing trust funds and bequests administered by the Council to the new Fund. The report also proposed ring-fencing arrangements for intermittingly active trust funds proposed for transfer, and in principle agreement to Leeds

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City Council representation on the Grants Panel of the new Fund, in addition to agreement to review the trusts under control of the Council with a view to transferring any further dormant/obsolete/inactive trusts to the new Fund in due course.

RESOLVED –

- (a) That approval be given to the establishment of the new City of Leeds Fund to be administered and managed by the Leeds Community Foundation.
- (b) That the trusts identified in Part One of Appendix A to the report [three dormant Education trust funds] be transferred to Leeds Community Foundation to an endowment fund within the new City of Leeds Fund under Section 74 of the Charities Act.
- (c) That that the trusts identified in Part Two of Appendix A to the report should be freed from any restrictions applying to the expenditure of capital.
- (d) That the trusts identified in Part Two of Appendix A to the report [13 dormant trust funds] be transferred to Leeds Community Foundation to a flow-through fund within the new City of Leeds Fund under Section 75 of the Charities Act 1993.
- (e) That approval in principle be given to the transfer of the Joseph Emmott trust fund to Leeds Community Foundation to an endowment fund within the City of Leeds Fund with power to formally approve the transfer under a Scheme, once sanctioned by the Charity Commission, delegated to the Assistant Chief Executive (Corporate Governance).
- (f) That that ring-fencing arrangements shall apply to the funds of the Holbeck Mechanics and Joseph Emmott trust funds within the new Fund.
- (g) That Leeds Community Foundation be requested to agree that City Council representation on the Grants Panel of the new Fund be increased to three and that approval of the specific nominees be made at a later date following final approval of the proposals by the Charity Commission
- (h) That officers continue to review the trusts under control of the Council with a view to transferring any further dormant/obsolete/inactive trusts to the new Fund in due course.
- (i) That Leeds Community Foundation be requested to make annual reports back to this Board on progress of the fund.

DEVELOPMENT AND REGENERATION

49 Otley - Heavy Goods Vehicle Management Proposals

The Director of City Development submitted a report on proposals for Heavy Goods Vehicle (HGV) management in the Otley Area.

The report examined options as follows:

- a No further action
- b Voluntary arrangements with local HGV operators
- c Freight Quality Partnership

- d Traffic management (signs, markings and engineering measures)
- e HGV traffic restrictions by Order – comprehensive measures on key routes in North Otley and on alternative local routes in North Yorkshire
- f HGV traffic restrictions by Order – comprehensive measures on key routes into Leeds District including North Otley and the A658 at Pool
- g HGV traffic restrictions by Order – limited measures to restrict traffic in North Otley to quieter times of the day outside peak time for travel to school etc
- h HGV traffic restrictions by Order – limited measures to restrict traffic in Otley to single direction (similar to the former voluntary arrangement) HGV traffic would travel southbound through Otley and return northbound by alternative routes
- i Weight restriction on Wharfe Bridge at Otley

In presenting the report the Executive Member (City Development) referred to a letter from North Yorkshire County Council requesting that consideration of this matter be deferred.

RESOLVED –

- (a) That the content of the report be noted and that the Director of City Development and Assistant Chief Executive (Corporate Governance) be authorised to undertake further work in respect of option (h) with a view to assessing the effects and impact which adoption of that option would have on the area and that a further report in that respect be brought to this Board.
- (b) That contacts between senior members be established and those between officers be maintained with the representatives of the adjacent local highway authorities, including North Yorkshire County Council, until the proposals or alternative arrangements have been implemented.

(Councillor Blake having declared a personal and prejudicial interest, left the meeting during consideration of this matter)

50 New Generation Transport (NGT) Update

The Director of City Development submitted a report on progress of the New Generation Transport proposals and how these fitted strategically into a wider transport strategy for Leeds and the wider City Region.

RESOLVED –

- (a) That the report be noted and that the findings of the Strategic Fit work, identified in appendix 1 to the report be endorsed.
- (b) That a capital programme injection of £1,400,000 and a transfer from scheme 99926 of £1,050,000 funded from Section 106 developer contributions be approved and that authority be given to spend of £2,450,000 as the Council's contribution towards scheme development costs, to cover design fees and the preparation and consultation costs necessary to develop the work through to a Major Scheme Business Case submission.

Draft minutes to be approved at the meeting to be held on Tuesday, 2nd September, 2008

- (c) That a further progress report be brought to this Board once scheme development has progressed.

51 Transport Innovation Fund Pump Priming Bid

The Director of City Development submitted a report on the government decision to support the Leeds Transport Innovation Fund Pump Priming Bid to allow options for a future transport strategy for Leeds to be explored and evaluated.

The Executive Member (City Development) reported that the formal government announcement in respect of this funding had been made on the same day as this meeting

RESOLVED –

- (a) That the proposed future transport strategy work facilitated by the Transport Innovation Fund pump priming funding be endorsed.
- (b) That approval be given to the capital contribution to the development costs of £386,750 to be funded from the Integrated Transport Scheme 99609 within the approved Capital Programme and eligible for 100% government funding.

52 Completion of West Garforth Integrated Urban Drainage Pilot Project

The Director of City Development submitted a report on the West Garforth Integrated Urban Drainage pilot project, which had recently been completed, and explaining the recommendations and action plan included in the project report, in the context of the existing work and priorities of the Council.

RESOLVED –

- (a) That the final report to DEFRA on the West Garforth Integrated Urban Drainage pilot project be noted.
- (b) That the recommendations for local action as identified in paragraphs 3.10 to 3.14 of the report be endorsed.
- (c) That the action plan items for Leeds City Council as identified in paragraphs 3.17 to 3.21 of the report be endorsed.

53 Annual Update on Water Asset Management Working Group Progress and Pitt Inquiry Outcomes

The Director of City Development submitted a report on progress by the Water Asset Management Working Group in implementing lessons learned from flooding incidents in Leeds between August 2004 and January 2008 and on the impending outcomes of the independent Pitt Review of the national impact of flooding whose final report was due at the end of June.

RESOLVED –

- (a) That progress in implementing actions previously approved be noted.
- (b) That a further report be brought to this Board on the final contents of the Pitt Review, Government's response and the officers recommendations regarding the impact on the Council's responsibilities and activities.

(Councillor Smith declared a personal interest in this item as a member of Greenpeace)

54 Affordable Housing Targets and Housing Mix

The Director of City Development submitted a report on changes to housing policy and practice to be applied to planning applications on and after 21st July 2008. The changes related to an increase in affordable housing targets and to guidelines to influence the mix of types and sizes of dwellings in new housing developments.

RESOLVED –

- (a) That informal planning policy as set out in appendices 1 and 2 to the report to broaden housing mix and increase the affordable housing targets be approved.
- (b) That officers apply the changes to applications received on or after Monday 21st July 2008.

55 Sovereign Street / Criterion Place

Further to minute 255 of the meeting held on 7th April 2004 the Director of City Development submitted a report advising of a revised offer for the Sovereign Street site.

The report identified four options as follows:

- i) Continue to negotiate with Simons on the basis of the revised conditional offer recently received.
- ii) Invite Simons to submit an unconditional offer for the site. An unconditional offer would be an offer with no conditions attached to it and future control over the scheme proposals would be via the planning process.
- iii) Remarket the site, either immediately or at some time in the future, inviting offers and scheme proposals.
- iv) Terminate the contract with Simons and continue to use the site for car parking, which generates substantial revenue income (detailed in the confidential appendix) by virtue of the rents received on an annual basis from the two car park operators.

Following consideration of the appendix to the report designated as exempt under Access to Information Procedure Rule 10.4(3) which was considered in private at the conclusion of the meeting it was

RESOLVED – That the revised offer received from the Council's preferred developer of the Sovereign Street site, be not accepted and that the Council continue to receive the rental income from the site, which is generated from car parking, in the short term, with future options for the site being considered during this time.

56 Town and District Centres - Yeadon Town Street (Phase 2 and Additional Works)

The Director of City Development submitted a report seeking approval to spend £260,000 of Town and District Centre Regeneration Fund monies to contribute to the highway improvement in Yeadon Town Street.

RESOLVED –

- (a) That authority be given for an injection of £40,000 from s106 funds into scheme 12154/YEA/000.
- (b) That authority be given to spend £260,000 for works to the Town Hall square and other additional costs items as detailed in paragraphs 3.3 to 3.5 of the submitted report.

57 Armley Townscape Heritage Initiative Regeneration Scheme and Chapeltown Townscape Heritage Initiative Regeneration Scheme

The Director of Environment and Neighbourhoods submitted a report on the successful outcome of the Council's application for funding from the Heritage Lottery Fund to implement two Townscape Heritage Initiative Regeneration Schemes in Armley and Chapeltown.

RESOLVED –

- (a) That the Townscape Heritage Initiative schemes be supported.
- (b) That approval be given to an injection of £1,090,319 into Armley Town and District Centre Scheme (scheme no: 12154/ARM/000) fully funded from external sources provided by Heritage Lottery Fund
- (c) That approval be given to an injection of £802,500 into Chapeltown Town and District Centre Scheme (scheme no: 12154/CHA/000) fully funded from external sources provided by Heritage Lottery Fund.

58 Proposed Acquisition of Land at Lowfields Road, Leeds

The Director of City Development submitted a report on an opportunity which had arisen to acquire land off Lowfields Road, to the rear of Elland Road Football Ground and on proposed terms of the acquisition.

Following consideration of the appendix to the report designated as exempt under Access to Information Procedure Rule 10.4(3) which was considered in private at the conclusion of the meeting it was

RESOLVED –

- (a) That the provisionally agreed terms for the acquisition of land at Lowfields Road as detailed at 3.0 in the exempt appendix be approved.
- (b) That approval be given to the allocation of the sum identified in the exempt appendix and authority be given to spend the same amount from the Strategic Development Fund within the capital programme for the acquisition of land at Lowfields Road.

ENVIRONMENTAL SERVICES

59 Residual Waste Treatment PFI Project - Evaluation Methodology and Update

The Director of Environment and Neighbourhoods submitted a report on the proposed principles of the evaluation methodology for the comparison of bids received during the procurement phase of the residual waste project. Further to minute 119 of the meeting held on 14th November 2007 the report also provided an update on the residual waste project affordability and project scope and proposed the commencement of the procurement of a Residual Waste Treatment Facility.

RESOLVED –

- (a) That the report be noted and that officers be authorised to begin procurement of this project through placement of OJEU and other appropriate contract notices.
- (b) That approval be given to the principles of the evaluation methodology to be used during the procurement as set out in the report and that the Deputy Chief Executive as Chair of the Residual Waste Treatment Project Board be authorised to finalise the details of the evaluation methodology.
- (c) That bids submitted which cost more than the 'do nothing' cost set out in table 3 of the report will not be considered further and that the reference project costs set out in table 2 of the report will be a target to be indicated to bidders.

(Councillor Smith declared a personal interest in this item as a member of Greenpeace)

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on this decision)

DATE OF PUBLICATION: 18TH JULY 2008
LAST DATE FOR CALL IN: 25TH JULY 2008 (5.00 PM)

(Scrutiny Support will notify Directors of any items Called In by 12.00 noon on Monday 28th July 2008)

EXECUTIVE BOARD

TUESDAY, 2ND SEPTEMBER, 2008

PRESENT: Councillor R Brett in the Chair

Councillors A Carter, R Finnigan, S Golton,
R Harker, P Harrand, J Procter and
K Wakefield

Councillor J Blake – Non-Voting advisory member

60 Appeals Against Refusal of Inspection of Documents

The Chair advised that a Ward Member had sought an appeal in accordance with Access to Information Procedure Rule 25.2 in respect of information relating to the report referred to in minute 81.

In response, the Assistant Chief Executive (Corporate Governance) advised that the information sought did not form part of the report which had been submitted to this meeting and therefore there were no grounds on which to make such an appeal. However, the Board noted that the information in question was also being sought via an appeal in accordance with Access to Information Procedure Rule 25.3, and that access to the requested information was currently being determined so that if required, a meeting of a committee of the Executive Board could be promptly convened to determine the appeal.

In response, the Ward Member acknowledged the comments made and welcomed the prospect of a swift resolution to the matter.

61 Exclusion of the Public

RESOLVED – That the public be excluded from the meeting during consideration of the following parts of the agenda designated exempt on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:

- (a) Appendix 2 to the report referred to in minute 69 under the terms of Access to Information Procedure Rule 10.4(1) and (2) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned, which would be adversely affected by the disclosure of this information.
- (b) Appendix 2 to the report referred to in minute 70 under the terms of Access to Information Procedure Rule 10.4(1) and (2), and on the grounds that the public interest in maintaining the exemption outweighs

Draft minutes to be approved at the meeting
to be held on Wednesday, 8th October, 2008

the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned, which would be adversely affected by the disclosure of this information.

- (c) The appendix to the report referred to in minute 73 under the terms of Access to Information Procedure Rule 10.4(3), and on the grounds that this information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through the inviting of best and final offers for the property/land then it is not in the public interest to disclose this information at this point in time as this could lead to random competing bids which would undermine this method of inviting bids and affect the integrity of disposing of property/land by this process. Also it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties would have access to information about the nature and level of offers which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.
- (d) Appendix B to the report referred to in minute 78 under the terms of Access to Information Procedure Rule 10.4(1) and (2), as the appendix makes reference to the situation of an individual affected by the present situation, and 10.4(3) and (5) as the appendix contains an analysis of the Council's current legal position and proposed course of action for resolution through court proceedings. In each case the information is exempt and so long, as in all of the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information. It is submitted that such is the case at the present time.
- (e) Appendix 2 to the report referred to in minute 80 under the terms of Access to Information Procedure Rule 10.4(3), and on the grounds that this information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through inviting best and final offers for the property/land and also one to one negotiations, then it is not in the public interest to disclose this information at this point in time as this could lead to random competing bids which would undermine this method of inviting bids and affect the integrity of disposing of property/land by this process. Also it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties would have access to information about the nature and level

of offers which may prove acceptable to the Council. It is considered that whilst there may be public interest in disclosure, much of this information will be publicly available from Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

- (f) The appendix to the report referred to in minute 83 under the terms of Access to Information Procedure Rule 10.4(3), and on the grounds that this information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through inviting best and final offers for the land then it is not in the public interest to disclose this information at this point in time as this could lead to random competing bids which undermine this method of inviting bids and affect the integrity of disposing of land by this process. Also it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective bidders for other similar contracts would be aware of the nature and level of offers which may prove acceptable to the Council. It is considered that the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

62 Late Items

The Board noted that a Ward Member had submitted a business plan of Kirkstall Community Interest Company and had requested that it was considered in conjunction with the report referred to in minute 81.

In response, the Chair advised that this matter would be determined under the relevant agenda item.

63 Declaration of Interests

There were no declarations made at this point, however declarations of interest were made at later points in the meeting (minutes 69 and 71 refer).

64 Minutes

RESOLVED – That the minutes of the meeting held on 16th July 2008 be approved as a correct record.

NEIGHBOURHOODS AND HOUSING

65 Disabled Facilities Grant 2008/09

The Director of Environment and Neighbourhoods submitted a report on the proposed injection of £1,005,000 of additional Department of Communities and Local Government funding into the capital programme and which sought authorisation of £6,000,000 scheme expenditure in order to meet the demand for mandatory Disabled Facilities Grants for private sector and registered social landlord disabled residents in Leeds during 2008/09.

RESOLVED –

- (a) That approval be given for the injection into the capital programme of £1,005,000 of Department of Communities and Local Government funding.
- (b) That the scheme expenditure of £6,000,000 for 2008/09 be authorised.
- (c) That the Director of Environment and Neighbourhoods submit a further report to the Board on the scheme's progress at the appropriate time.

CHILDREN'S SERVICES

66 Children's Services update and framework for the next Children and Young Peoples Plan

The Director of Children's Services submitted a report providing an update on the key areas of progress made across children's services and the Children's Trust arrangements in Leeds, providing the wider context for a number of significant children's services policy developments and outlining the process and progress of the review of Leeds' Children and Young People's Plan in preparation for the production of a new Plan for 2009 and beyond.

RESOLVED –

- (a) That the report be noted and received as part of the background to other key children's services reports in the coming months.
- (b) That the government's current consultation on children's trust arrangements and Leeds' position in relation to this be noted.
- (c) That the process for consulting on and developing the Children and Young People's Plan for 2009 be noted and endorsed.
- (d) That the issue of locality working in respect of children's services arrangements be specifically addressed as part of the future Children and Young People's Plan review.

67 The Placement of Children in Care in Leeds - A Strategy for 2008-2010

The Director of Children's Services submitted a report on the proposed strategy for the development of improved placements for Looked After Children in Leeds.

RESOLVED – That the report be noted and that approval be given to the 2008-2010 Placement Strategy for Looked After Children in Leeds.

68 Closure of Iveson Approach Children's Home

The Director of Children's Services submitted a report outlining the business case for the proposed closure of Iveson Approach Children's Home and providing details of the proposed process by which residents welfare and staff employment rights would be protected.

RESOLVED – That the proposed closure of Iveson Approach Children's Home be approved.

69 Biannual update on Ofsted Inspections and Schools Causing Concern - Primary

The Chief Executive of Education Leeds submitted a report outlining the performance of primary schools from January 2008 to June 2008, and highlighting the actions taken by Education Leeds in order to fulfil its responsibilities to the Board and the schools.

Following consideration of appendix 2 to the report designated as exempt under Access to Information Procedure Rule 10.4(1) and (2), which was considered in private at the conclusion of the meeting, it was

RESOLVED – That the progress which has been made in recent years, in addition to the key issues and challenges which are currently being addressed be noted.

(Councillor Finnigan declared a personal interest in this item due to his position as Governor of Morley Victoria Primary School)

70 Biannual Update on Ofsted Inspections and Schools Causing Concern - Secondary

The Chief Executive of Education Leeds submitted a report summarising recent OfSTED inspection results for secondary schools and outlining the overall pattern of judgements under the current OfSTED framework. The report also provided an update on the progress of schools causing concern and highlighted the implications of the government's new 'National Challenge' for schools.

Following consideration of appendix 2 to the report designated as exempt under Access to Information Procedure Rule 10.4(1) and (2), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the contents of the report and the implications of the information detailed within the report with regard to planning the future support and development of secondary schools in Leeds be noted.
- (b) That the Board's congratulations be extended to the students, staff and governors of Leeds schools on the recent GCSE results which have been achieved.

71 School Admission Appeals Code - DCSF Consultation Document

The Assistant Chief Executive (Corporate Governance) submitted a report informing Members of the Department for Children Schools and Families (DCSF) Consultation Document on the School Admissions Appeals Code which was launched on 12th June 2008, with particular reference to the proposal to revise a previous amendment to the Code so that Elected Members may in future represent parents who appeared before school admission appeals panels provided there was no conflict of interest. The report also sought approval of a proposed response to the consultation document as appended to the report.

RESOLVED – That the report be noted and that approval be given to the proposed response to the DCSF Consultation Document on the School Admissions Appeals Code, as appended to the report.

(Councillor Finnigan declared a personal interest in this item due to his position as a member of the Leeds Admissions Forum)

LEISURE

72 Revision of Byelaws for Pleasure Grounds, Public Walks and Open Spaces

The Assistant Chief Executive (Corporate Governance) submitted a report advising of proposals to revise byelaws which applied to pleasure grounds, public walks and open spaces and requesting Executive Board to recommend to full Council the adoption of the byelaws, subject to public consultation and confirmation by the Secretary of State.

RESOLVED – That Council be recommended to approve that the draft byelaws as appended to the report, be made, sealed and placed on deposit, and that the Assistant Chief Executive (Corporate Governance) be authorised to advertise the intention to apply for confirmation of the byelaws and subsequently to apply to the Secretary of State for confirmation.

(The matters referred to in this minute were matters reserved to Council and were therefore not eligible for Call In)

73 Roundhay Mansion - Progress Update

The Director of City Development submitted a report providing an update on the progress made with the letting of Roundhay Mansion as a restaurant/ function facility. The report also recommended a preferred bidder and sought approval to enter into a lease with that bidder and for the expenditure of capital monies which form part of the landlord's improvements to the premises.

The appendix to the report was designated as exempt under Access to Information Procedure Rule 10.4(3) and was circulated at the meeting.

Following consideration of the exempt appendix in private at the conclusion of the meeting it was

RESOLVED – That approval be given to the granting of a lease of Roundhay Mansion to Dine Hospitality Limited on the terms as outlined within the confidential schedule of offers circulated at the meeting.

74 A Draft Vision for the Council's Leisure Centres and Proposals for Future Provision for Public Consultation

The Director of City Development submitted a report outlining the current financial position of the Council's Sport and Active Recreation Service and proposing a draft vision for Leisure Centre provision in Leeds. The report also

sought approval of a series of draft proposals regarding the provision of and investment in the Council's Leisure Centres.

It was proposed that the consultation exercise, as detailed within the report, be revised in order to include all ten Area Committees.

RESOLVED –

- (a) That the pressures currently facing the Sport and Active Recreation Service be noted.
- (b) That approval be given to the undertaking of a public consultation exercise on the proposals set out in the report subject to the above revision, with the Director of City Development reporting back to the Board on the outcome of the consultation exercise in December 2008.

(Under the provision of Council Procedure Rule 16.5, Councillor Wakefield required it to be recorded that he voted against the decisions taken in this minute)

- 75 West Yorkshire Playhouse First Floor Project - Request for a Loan**
The Chief Libraries, Arts and Heritage Officer submitted a report outlining the details of a request made by the West Yorkshire Playhouse for a loan of £160,000 to help fund the First Floor Project.

RESOLVED –

- (a) That the loan of £160,000 to West Yorkshire Playhouse over a period of 5 years be approved.
- (b) That the loan be repaid over a 5 year period, at a rate of £37,000 per annum, which will be deducted from the annual grant payable to West Yorkshire Playhouse.

CENTRAL AND CORPORATE

- 76 Financial Health Monitoring 2008/09 - First Quarter Report**
The Director of Resources submitted a report setting out the Council's financial health position for 2008/09 after three months of the financial year in respect of the revenue expenditure and income to date compared to the approved budget, the projected year end position and proposed actions to work towards achieving a balanced budget by the year end. The report also highlighted the position regarding other key financial indicators, including Council Tax collection and the payment of creditors.

RESOLVED –

- (a) That the projected financial position of the authority after three months of the new financial year be noted.
- (b) That directorates be requested to continue to develop and implement budgetary action plans.
- (c) That the release of £550,000 earmarked reserve for Lifetime Homes as detailed at paragraph 4.6 of the report be approved.

77 Illegal Money Lending Project - Tackling Loan Sharks

The Assistant Chief Executive (Corporate Governance) and the Director of City Development submitted a joint report providing an update on the work of the Illegal Money Lending Project and requesting an extension in relation to the work of the project which has been operating in partnership with West Yorkshire Trading Standards Service, to investigate and institute proceedings against illegal money lenders within the Leeds district.

RESOLVED –

- (a) That the report be noted and in the light of the extension of funding for the project, the delegated powers to authorise Birmingham City Council to institute proceedings within the Leeds district contained within the Protocol for Illegal Money Lending Team Investigations be extended from March 2009 to March 2011.
- (b) That the Board's thanks be extended to the Financial Inclusion Unit for the valuable work they are undertaking in this field.

78 Hall Farm, Micklefield - Proposal for Compulsory Purchase Order

The Director of City Development and the Chief Officer (Legal, Licensing and Registration) submitted a joint report seeking approval to proceed with a Compulsory Purchase Order to acquire a strip of land at Hall Farm, Micklefield for the laying out of a tree belt adjoining the Hall Farm Park estate.

Following consideration of appendix B to the report designated as exempt under Access to Information Procedure Rule 10.4(1), (2), (3) and (5), which was considered in private at the conclusion of the meeting, it was

RESOLVED – That officers be authorised to take all necessary steps to secure the making, confirmation and implementation of the Compulsory Purchase Order at Hall Farm, Micklefield.

DEVELOPMENT AND REGENERATION

79 Deputation to Council - Local Residents concerned with the deteriorating condition of Tingley Bar Roundabout / Gyrotory

The Director of City Development submitted a report in response to the deputation to full Council on 9th April 2008 by local residents concerned about the condition of Tingley Bar Roundabout/Gyrotory. The report outlined the actions which had been taken following the submission of the deputation.

RESOLVED – That the actions taken by various sections of the Council following the receipt of the deputation relating to Tingley Bar Roundabout/ Gyrotory, Morley, be noted.

80 Deputation to Council - Newton Futures Residents Group Regarding the Condition of Former Council Property at 9 Newton Grove

The Director of City Development submitted a report in response to the deputation to full Council on 2nd July 2008 by Newton Futures Residents' Group regarding the condition of the former Council owned property at 9, Newton Grove. The report also provided the background to the sale of the

property, and sought approval to take appropriate action to ensure that the property was transferred into responsible ownership.

Appendix 2, detailed as exempt under Access to Information Procedure Rule 10.4(3) contained several options which the Council could pursue in connection with the property and following consideration of that appendix, which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That approval be given to option 4.1(iii) as detailed within exempt appendix 2 to the report and that the buy back notice is served on the owner of the property, and negotiation of a back to back sale onto the Leeds and Yorkshire Housing Association takes place.
- (b) That an injection into the capital programme of £105,000 be authorised.

81 Response to Deputation by Kirkstall Valley Community Association to Full Council and a Separate Verbal Deputation to North West (Inner) Area Committee in Respect of St Ann's Mills

The Chief Asset Management Officer submitted a report in response to the deputation to full Council on 2nd July 2008 by Kirkstall Valley Community Association concerning the future of the mill buildings in Kirkstall and the separate verbal deputation to the North West (Inner) Area Committee on 3rd July 2008 regarding the disposal of St Ann's Mills, Kirkstall.

Further to minute 62, the Chair advised that in accordance with Access to Information Procedure Rule 4.3, he would not permit the consideration of a business plan of Kirkstall Community Interest Company which had been submitted by the Ward Member, as he had been previously permitted to submit a document of a similar nature to the Board for consideration.

RESOLVED – That the deputation to full Council by the Kirkstall Valley Community Association, the separate verbal deputation to the North West (Inner) Area Committee and the response as detailed within the report be noted.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting on the decisions contained within this minute)

82 Adoption of the Supplementary Planning Document of the Streets Design Guide

The Director of City Development submitted a report outlining the outcome of the consultation exercise on the Street Design Guide. The report also sought endorsement of the amended document and approval for the adoption of the Street Design Guide as a Supplementary Planning Document.

RESOLVED – That the report be withdrawn, due to the expected receipt of a deputation regarding the prevention of development of shared spaces by the

Leeds Branch of the National Federation of the Blind to full Council on 10th September 2008.

83 Former Leeds International Pool Site, Wilson Street, Leeds, LS1

The Director of City Development submitted a report advising of the progress which had been made and discussions which had taken place between the Council and its preferred developer of the site. The report also sought approval to progress with the disposal of the site on the revised terms as contained within the exempt appendix to the report.

The report presented the following options:-

- (A) Withdraw from the sale and remarket the property
- (B) Withdraw from the sale and the Council retain the property
- (C) Proceed with the Council's preferred developer on the proposed revised terms

The appendix to the report was designated as exempt under Access to Information Procedure Rule 10.4(3) and was circulated at the meeting.

Following consideration of the exempt appendix in private at the conclusion of the meeting it was

RESOLVED – That the Council progress with the sale of the site to the Council's preferred developer, Hbg Properties Ltd, on the revised terms as contained within the exempt appendix, with the Director of City Development having the delegated powers to agree the detailed terms.

DATE OF PUBLICATION: 4TH SEPTEMBER 2008
LAST DATE FOR CALL IN: 11TH SEPTEMBER 2008 (5.00 PM)

(Scrutiny Support will notify Directors of any items Called In by 12.00 noon on Friday, 12th September 2008)



Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 18 September 2008

Subject: Update on Ofsted inspections and schools causing concern - primary

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Background

- 1.1 At the board's October 2006 meeting, members requested that the regular reports from Education Leeds to Executive Board which detail any recent Ofsted inspection results be submitted to this board for information.
- 1.2 Executive Board recently considered the attached report which is now submitted for this board's consideration:
 - Biannual Update on Ofsted Inspections and Schools Causing Concern - Primary
 - Annex 1: Attainment and Progress
 - Annex 2: Primary schools in extended partnerships
 - Annex 3: Ofsted inspection summaries
 - Annex 4: Differentiated levels of Engagement with the Improving Schools Programme
- 1.3 Annex 2 of the report is confidential under Access to Information Procedure Rules 10.4 (1,2) as set out in the attached report.
- 1.4 Officers from Education Leeds will be present at the meeting to respond to members' questions and comments.

2.0 Recommendation

- 2.1 The board is requested to consider the attached report.

Background papers
None

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 September 2008

SUBJECT: Biannual Update on Ofsted Inspections and Schools Causing Concern - Primary

EXECUTIVE SUMMARY

1.0 PURPOSE OF THIS REPORT

- 1.1 The report outlines the performance of primary schools from January to June 2008 and the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since January 2008.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

2.0 BACKGROUND INFORMATION

- 2.1 The terminology 'schools causing concern' refers to those schools that have been identified by Ofsted as being subject to special measures or as requiring significant improvement and given a notice to improve. In addition, schools are also identified by Education Leeds as needing immediate intervention and support due to them being a cause for concern.
- 2.2 The new framework for the inspection of schools was introduced in September 2005 by Ofsted. Schools are now inspected every three years at very short notice. Recently Ofsted has also introduced the reinspection of schools who were deemed to be satisfactory at the last inspection and with only satisfactory capacity to improve.

3.0 MAIN ISSUES

- 3.1 The results of Ofsted inspections and the monitoring undertaken by Education Leeds demonstrate that:
 - Ofsted judgements of schools are broadly in line with the national picture
 - New expectations on schools to demonstrate attainment of children in English AND mathematics places Leeds schools in a relatively strong position with Leeds

shaving an above average percentage of children achieving level 4+ in both subjects

- The progress of schools in Ofsted categories of concern is at least satisfactory and often good. This demonstrates the effectiveness of the Leeds School Improvement Policy and the partnerships built between these schools and the company.
- There is good evidence that early interventions in schools with emerging concerns are effective in securing progress and therefore keeping schools out of Ofsted categories.

3.2 Since the last report (December 2007), 34 Primary schools have been inspected. This includes HMI monitoring visits to schools in special measures or with a notice to improve, and schools receiving a category 3 monitoring visit. Of these schools, two were judged to be outstanding (6%); 17 good (50%); 13 satisfactory (38%) and 2 inadequate (6%).

3.3 Since September 2007 a further 38 schools have been reviewed by the primary school improvement adviser team as having an emerging concern. Of these one was inspected and received a notice to improve (Christ the King) and one was inspected and judged to require special measures (Allerton Bywater). Of the remaining 36, those inspected have been judged at least satisfactory.

3.4 There are currently four primary schools in an Ofsted category, of which two are subject to special measures (Allerton Bywater and Austhorpe) and two which have received a notice to improve (Blenheim and Christ the King). Bracken Edge was reinspected in March and judged to no longer require a notice to improve. All schools in Ofsted categories have entered into an Extended Partnership with Education Leeds.

4.0 CONCLUSIONS

4.1 The School Improvement Policy, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, there remain considerable challenges in relation to some schools meeting floor targets and the achievement of particular groups of pupils.

5.0 RECOMMENDATIONS

5.1 The Executive Board is asked to note the progress that has been made in recent years but also be aware of the key issues and challenges that are currently being addressed.

Agenda Item:

Originator: Christine Halsall

Telephone: 2144068

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 SEPTEMBER 2008

**SUBJECT: Biannual Update on Ofsted Inspections and Schools Causing Concern-
Primary**

Electoral Wards Affected:

ALL

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in
(Details contained in the Report)

1.0 PURPOSE OF THIS REPORT

- 1.1 The report outlines the performance of primary schools from January to June 2008 and the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since January 2008.
- 1.2 This report also summarises some of the current key challenges and priorities for primary schools.
- 1.3 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

2.0 BACKGROUND INFORMATION

- 2.1 The terminology 'schools causing concern' refers to those schools that have been identified by Ofsted as being subject to special measures or as requiring significant

improvement and given a notice to improve. In addition, schools are also identified by Education Leeds (School Improvement Policy 2006) as needing immediate intervention and support due to them being a cause for concern which if not addressed would result in them being placed in an Ofsted category. Schools may also be a cause for concern due to temporary or short term circumstances that leave them vulnerable.

2.2 The new framework for the inspection of schools was introduced in September 2005 by Ofsted. Schools are now inspected every three years at very short notice. Recently Ofsted has also introduced the reinspection of schools who were deemed to be satisfactory at the last inspection and with only satisfactory capacity to improve. These schools are likely to be reinspected 12-18 months following their previous inspection. These inspections will be similar to the current monitoring inspections held regularly for schools in Ofsted categories and will receive a follow up letter rather than a full report.

3.0 MAIN ISSUES

3.1 Overview

3.1.1 The results of Ofsted inspections and the monitoring undertaken by Education Leeds demonstrate that:

- Ofsted judgements of schools are broadly in line with the national picture
- New expectations on schools to demonstrate attainment of children in English AND mathematics places Leeds schools in a relatively strong position with Leeds shaving an above average percentage of children achieving level 4+ in both subjects
- The progress of schools in Ofsted categories of concern is at least satisfactory and often good. This demonstrates the effectiveness of the Leeds School Improvement Policy and the partnerships built between these schools and the company.
- There is good evidence that early interventions in schools with emerging concerns are effective in securing progress and therefore keeping schools out of Ofsted categories.

3.2 Standards and achievement and target setting (annex 1)

3.2.1 The key issues arising from the analysis of target setting for 2009 are:

- The new targets for 2009 are more challenging than in previous years and will result in an increase in the number of schools below floor target in 2009. This increase will continue due to a decline in standards at Key Stage 1 since 2004.
- The new progression targets reveal schools that may be deemed to be coasting i.e. with above average standards but slow progress. This will become a focus for future Ofsted inspections.
- Leeds performance is currently above the national average on both indicators for English and mathematics.

3.3 Schools In Extended Partnerships (annex 2)

Schools in Ofsted categories

3.3.1 There are currently four primary schools in an Ofsted category, of which two are subject to special measures (Allerton Bywater and Austhorpe) and two which have

received a notice to improve (Blenheim and Christ the King). Bracken Edge was reinspected in March and judged to no longer require a notice to improve. All schools in Ofsted categories have entered into an Extended Partnership with Education Leeds.

Schools in Extended Partnerships according to the Education Leeds School Improvement Policy (2006)

3.3.2 An additional nine schools are considered to be causing concern according to the criteria in the Education Leeds School Improvement Policy (2006) (Adel St. John, Brodetsky, Hugh Gaitskell, Kerr Mackie, Micklefield, Moor Allerton Hall, Morley St Francis, Quarry Mount, Wykebeck). All of these schools have entered into an Extended Partnership with Education Leeds and are receiving the highest level of support. There are three schools that have moved from an extended partnership into a focused partnership as an exit strategy from category 4. These schools are receiving a level of support appropriate to their needs (Hollybush, Holy Rosary and Woodlands).

Schools with emerging concerns

3.3.3 Since September 2007 a further 38 schools have been reviewed by the primary school improvement adviser team as having an emerging concern. Of these one was inspected and received a notice to improve (Christ the King) and one was inspected and judged to require special measures (Allerton Bywater). Of the remaining 36, those inspected have been judged at least satisfactory.

3.4 School Inspections (annex 3)

3.4.1 Since the last report (December 2007) 34 Primary schools have been inspected. This includes HMI monitoring visits to schools in special measures or with a notice to improve, and schools receiving a category 3 monitoring visit. Of these schools, two were judged to be outstanding (6%); 17 good (50%); 13 satisfactory (38%) and 2 inadequate (6%).

	Outstanding	Good	Satisfactory	Inadequate
Leeds	6%	50%	38%	6%
National	13%	48%	34%	5%

3.5 School Categories according to the Education Leeds School Improvement Policy 2006

3.5.1 The Education Leeds School Improvement Policy was rewritten in 2006 which broadly reflect the Ofsted grades and criteria. Schools undertake annual self evaluation which is verified by their school improvement partner/adviser. They then enter into one of four partnerships with Education Leeds in order to receive differentiated support or to become a partner school supporting another. (Four partnerships are Leading Partnership (category 1), Learning Partnership (category 2), Focused Partnership (category 3), or Extended Partnership (category 4). Schools may have had their partnership status reviewed following Ofsted inspections or Education Leeds review. All schools are engaging in discussion with their school improvement partner (SIP) this term to review this partnership.

3.5.2 The current picture reveals 10% of schools (22) in category 1 – a leading partnership; 51.5% of schools (116) in category 2 – a learning partnership; 34% of

schools (76) in category 3 – a focused partnership and 4.5% of schools (10) in category 4 – an extended partnership.

- 3.5.3 This process enables Education Leeds to develop an accurate picture of all schools and to provide support to those most in need. Early intervention, additional support, task groups and the joint review groups have proved successful as can be evidenced by the small number of schools in an Ofsted category.

4.0 School Improvement Strategy

4.1 School Improvement Partners and School Improvement Advisers

- 4.1.1 All schools receive support and challenge from a school improvement partner through termly visits. Schools causing concern and those taking part in an intervention programme receive additional support from a school improvement adviser. Currently around 40 schools receive this additional support. The main school improvement programmes are the Improving Schools Programme and Progress Matters. There are a range of other programmes specifically designed to support subject specific or age related development.

5.2 Improving Schools (annex 4)

- 5.2.1 This programme has replaced the Intensifying Support Programme, and builds on its most successful elements. It is a supported whole school improvement programme. The core elements support the development of systems to raise standards, accelerate and sustain progress, build leadership capacity and support school self evaluation. The programme is built upon the cycle of audit, target setting, tracking, planning, action and review. The starting point is pupil attainment. In the past the Intensifying Support Programme was offered to schools with low attainment. As it was seen to be successful with many elements that are generic across all schools, the National Strategies now require local authorities to disseminate this good practice to a wider cross section of schools. To this end we have devised a 'waved' approach. This will allow schools to enter the programme at the point that suits them best. This approach has been judged as good practice by the regional adviser and will be disseminated to other local authorities.

- 5.2.2 Thirty schools will engage at the highest level and will be supported by a school improvement adviser as well as a school improvement partner. They will also receive substantial support from the improving schools consultant and either a numeracy or literacy consultant. Some of these schools participated in the Intensifying Support Programme last year. This programme has been particularly successful with schools whose attainment is below floor target. A further 15 schools will engage at a lower level and will receive differentiated support from school improvement advisers, school improvement partners and consultants. Five schools that have made significant progress will be offered an exit strategy.

5.3 Progress Matters

- 5.3.1 This is an Education Leeds programme built around some elements of the Improving Schools Programme and some elements of the Primary Fusion Programme. The target schools are those with relatively high attainment in English and mathematics but slow progress by the end of Key Stage 2 (see note in annex 1). Each school is linked to a 'partner school' to work with over a two year period. These partners are selected from the group of schools who have high attainment and good progress.

The schools receive the following support for the school leadership team: two days per term for the literacy and mathematics coordinators of both schools in the partnership. This aims to improve their ability to analyse and use data to accelerate learning; to improve the effectiveness of monitoring; to develop strategies for narrowing the gap; to evaluate impact and to engage in some of the elements of the Improving Schools Programme. The headteachers in each school in the partnership also received one days training per term to consider aspects of strategic school improvement. The leadership teams in the 'partner schools' will be trained in the use of the change management strategies from Fusion. This will enable them to become more proactive in the partnership role. Some of these schools have already taken part in the fusion project and therefore have some experience of this approach.

6.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

6.1 Members should note the progress that has been made in recent years but also be aware of continuing areas of underachievement. The coordination and combination of efforts from across the service areas of Education and Children Leeds will be necessary to improve outcomes for underachieving groups and to close the gap between the most and the least successful.

7.0 LEGAL AND RESOURCE IMPLICATIONS

7.1 Although attainment overall is satisfactory, many schools experience a high level of challenge and struggle to meet floor targets. The achievement of identified groups of pupils also remains a cause for concern. These schools must remain a high priority when allocating resources.

8.0 CONCLUSIONS

8.1 The School Improvement Policy, and a variety of partnerships and initiatives, have been successful in raising achievement in Leeds. However, there remain considerable challenges in relation to some schools meeting floor targets and the achievement of particular groups of pupils.

9.0 RECOMMENDATIONS

9.1 The Board should note the progress that has been made in recent years but also be aware of the key issues and challenges that are currently being addressed.

Background Papers:

Executive Board January 2008 – *Annual Standards Report Primary*
Ofsted Website- individual School Inspection Reports
Leeds School Improvement Policy

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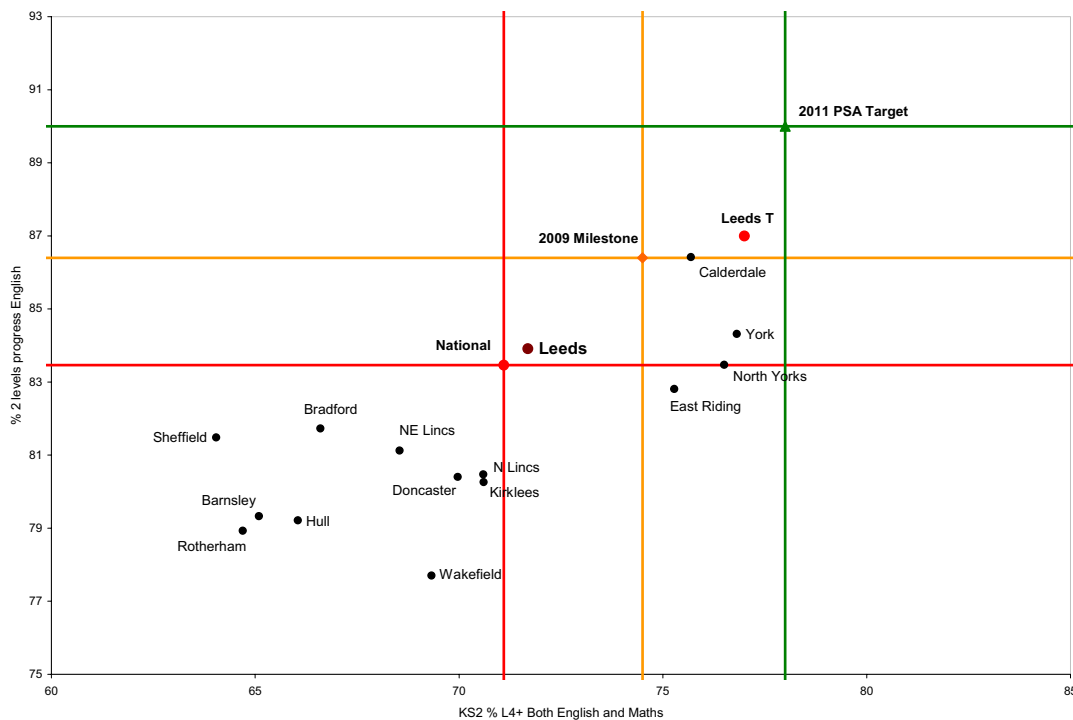
Annex 1

Attainment and Progress (*– update from last report*)

In previous years the focus at Key Stage 2 was on standards in English and mathematics, as separate subjects. Schools were required to set targets in terms of the percentage of pupils expected to achieve a Level 4 or better in English and the same for mathematics.

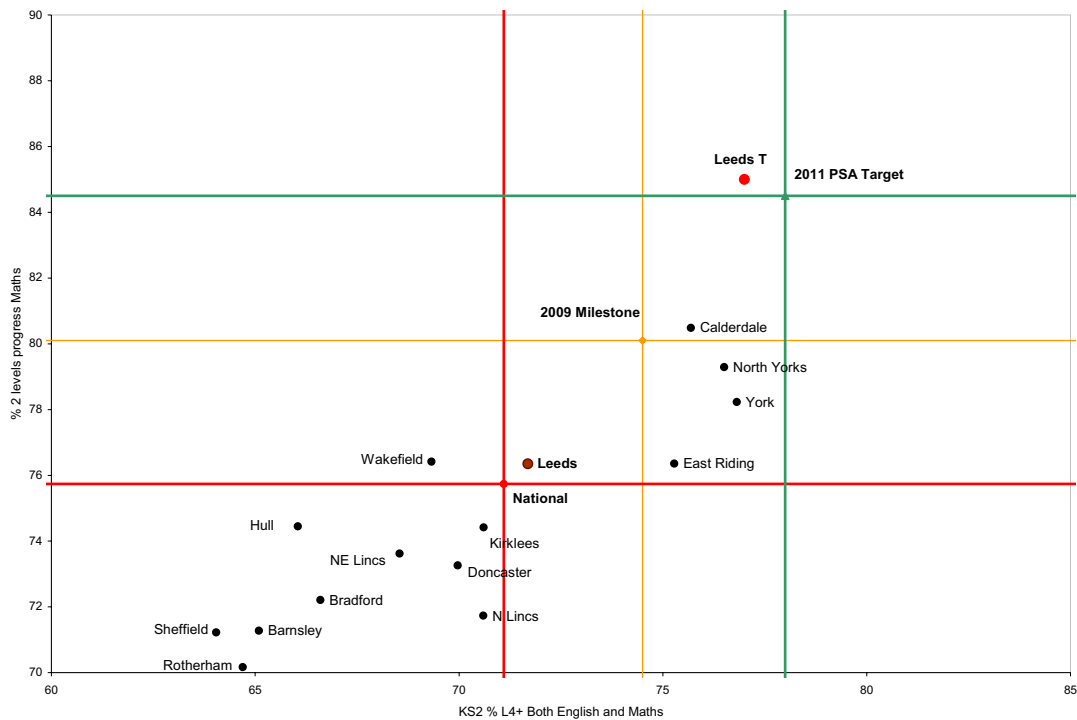
However, from Autumn 2008, for the 2009 academic year, schools are required to set targets for a different set of indicators. Targets now deal with the performance of pupils in English and mathematics together and the amount of progress through the National Curriculum from Key Stage 1, in English and mathematics separately. These are stiffer targets as pupils will need to achieve a Level 4 or better in English AND mathematics and should make 2 levels progress from their Key Stage 1 performance in Key Stage 2.

Regional National Strategies have provided an analysis, based on the new requirements for target setting established in autumn 2007, illustrating the Leeds' position in comparison to geographical neighbours. The charts below show performance at Key Stage 2 in English and mathematics, against progress in English and mathematics respectively.



Leeds performance is currently above the national average on both indicators for English, along with only three other authorities in Yorkshire and Humberside, namely Calderdale, York, and North Yorkshire. The chart also shows (in amber and green) the combination of performance for both indicators for 2009 and 2011 PSA targets. It should also be noted that the targets schools have set for 2009 are significantly above that required nationally by 2009, an indication of the ambition in and challenge of schools to continue to raise standards.

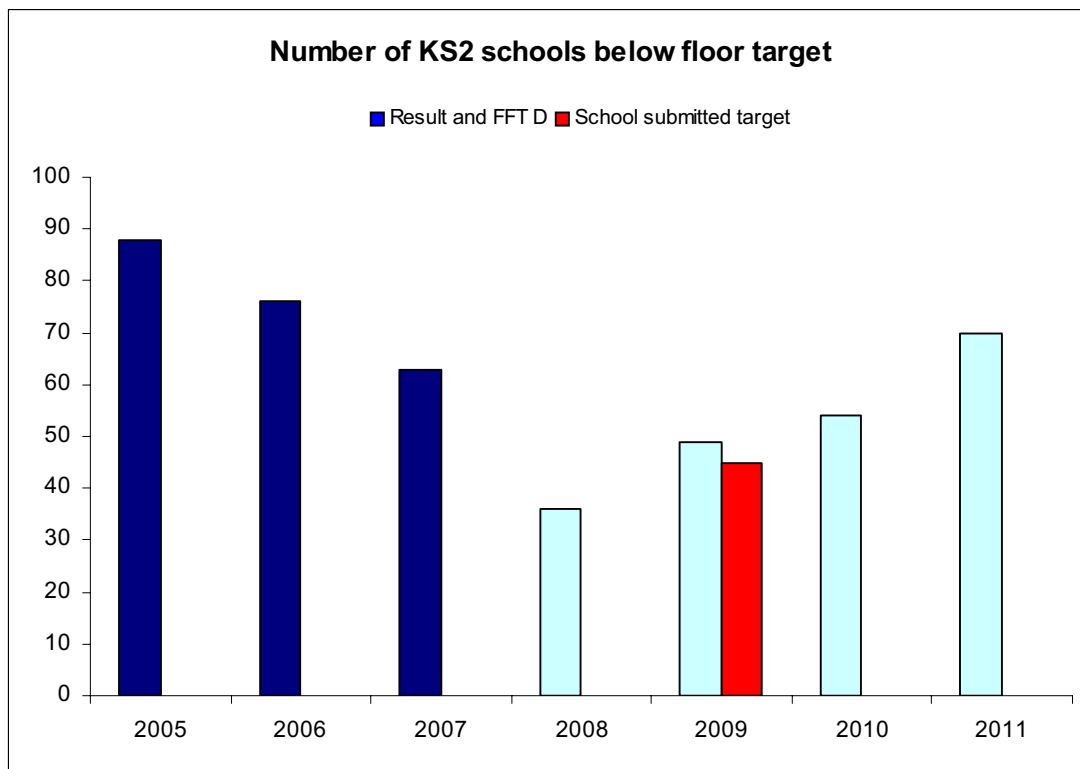
The following chart shows the picture for mathematics, with a similar scenario being shown. Leeds is again above average, as are Calderdale, York and North Yorkshire. The targets set by schools for 2009 in mathematics are again well above that seen for national targets for 2009 and are in fact close to the 2011 PSA requirements.



These charts can be repeated at school level for Leeds' primary schools. Any schools in the lower right hand quadrant would be classed by DCSF as 'coasting' schools; schools whose standards are above average, but the level of progress made by pupils was below average – that is they had the potential to perform better than they did. In Leeds, there are 15 schools in this position for both English and mathematics.

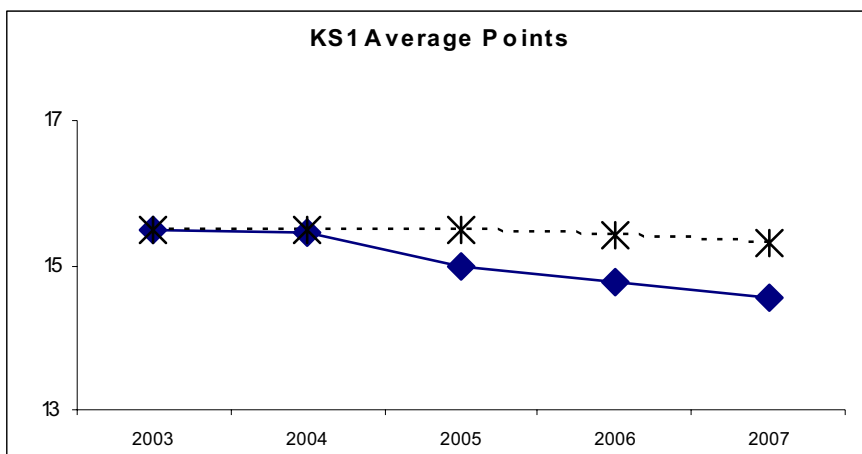
Floor targets

As for the previous targets, the DCSF have set a floor target of 65% for performance in English and mathematics, and schools should not be achieving below this by 2011.

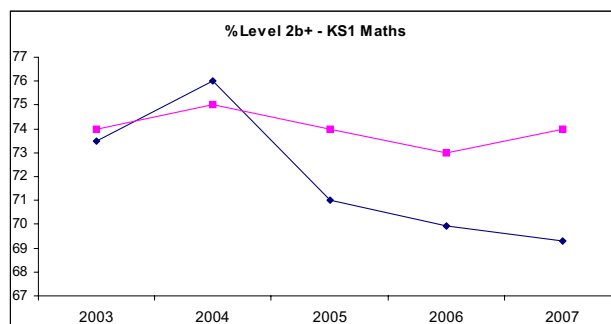
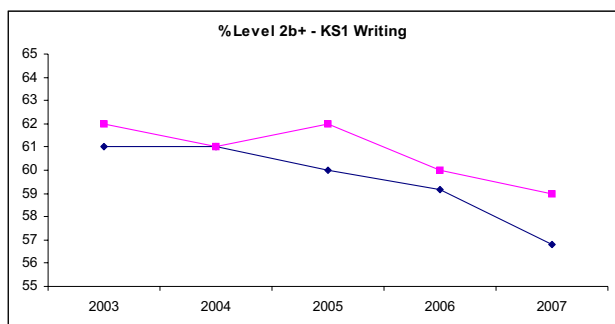
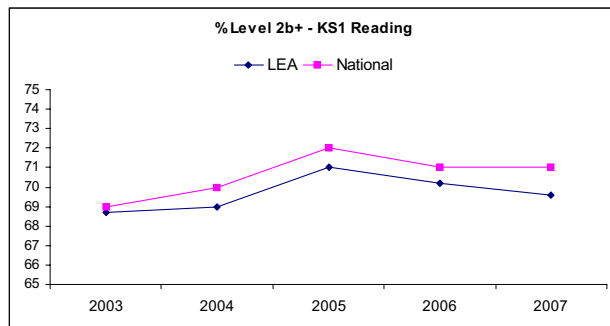


The chart above shows the current challenge in Leeds in terms of the new floor targets. Previous performance has shown a fall in the number of schools below the floor target, but FFT D estimates for schools onwards from 2008 show an increase year on year. Schools set targets for 2009 and the number below 65% was below that expected by FFT, and is below 2007 levels, but is above that expected by FFT in 2008.

The cause of this is mainly the drop in performance at Key Stage 1. Since 2004 – the year this current Year 6 took Key Stage 1 – there has been a consistent fall in performance in terms of average points across Leeds, as shown below.



This has been caused by several things, including the change in directive in terms of awarding Level 3s to pupils, but this would not affect prospective Level 4 pupils. However, the drop in performance in Leeds at Level 2b+ does give an indicator as to why the number of schools below Key Stage 2 floor targets is estimated to rise by FFT. The trends below highlight the issues faced.



Performance in mathematics in particular would be a major contributor to the estimated rise, but standards in Reading and Writing are also falling, impacting on expected levels of performance up to 2011.

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 September 2008

SUBJECT: Annex 3: Ofsted Inspection Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 All Saint's Church of England Primary, Otley (April 2008)

1.2 Grade: 2

Otley All Saints provides a good standard of education that has many outstanding features. The excellent care, coupled with an excellent curriculum and good teaching ensures that pupils achieve well and that their personal development is outstanding. The vast majority of parental comments are very positive and parents' views are captured by comments such as, 'All Saints has a lovely atmosphere', 'I am thoroughly satisfied with the friendliness and professionalism in school,' and, 'My daughter has been allowed to develop her skills in a positive and supportive atmosphere.

1.3 A Christian ethos permeates the school and leads to pupils' spiritual, moral, social and cultural development being outstanding. Pupils have a real sense of community spirit. They care for each other and are proud of their roles as 'bus stop buddies' and 'cloakroom buddies'. When asked to describe their school, one pupil replied, 'It's really, really fun'. They enjoy strategies which enhance their learning, such as 'terror tables' (a fun way of learning times tables linked to wild animals) and the interesting links between subjects, such as learning about musical instruments in the rain forests. They appreciate the many extra-curricular clubs on offer and talk enthusiastically about the forthcoming production of 'The King and I'. They have an excellent understanding of what it means to be healthy. One pupil said, 'Even the chocolate cake doesn't have as much chocolate now'.

1.4 From broadly average starting points pupils go on to reach standards that are securely above average by the end of Year 6. This rise in achievement is steady throughout the school. Because of the good support they receive, pupils with learning difficulties, including those with moderate learning difficulties, make good progress equal to their peers. The achievement of the higher-ability pupils, however, is not as strong as that of other groups. This is because in some lessons they are not challenged as much as they could be. The school is aware of this and is taking steps to remedy the situation, such as the formation of a group of 'number sharks', which is designed to enhance their numeracy problem-solving skills. Although it is early days, there are indications that these strategies are beginning to

have a positive effect on progress.

1.5 The good sensitive leadership of the headteacher is central to the recent improvements. With his senior leadership team he has forged a sense of cohesion, accountability and reflection amongst the staff. Middle leaders have been given more responsibility in their subject areas and governors are increasingly holding the school to account well. The school is aware of its strengths and weaknesses. The school development plan highlights the areas for improvement well and has put comprehensive action plans into place. These detailed action plans are not yet sharp enough in providing quantifiable measures against which success can be measured. This means that improvements have not always been analysed as clearly as they might have been. There have been some carefully thought out strategies, such as 'Big Writing' to boost achievement in writing, and already these are showing signs of impact on progress across the whole school. The school is not complacent and the many recent improvements indicate that the capacity to improve even further is good.

1.6 **Effectiveness of the Foundation Stage**
Grade: 2

'What a fantastic start my little girl has had to school life. She can't wait to go everyday,' is typical of the comments parents make about the Foundation Stage. Excellent links are established with parents before their children start Nursery and during the time children spend in the Foundation Stage and this helps to involve parents in their children's education. The attractive classrooms, happy atmosphere, and approachable staff ensure that all children feel safe and secure. Most children enter the Nursery with skills and knowledge that are average for their age. By the time they leave Reception most are working securely within expected levels. They make good progress in both the Nursery and Reception because of the excellent balance between adult-directed activities and those initiated by the children. Very good use is made of the indoor and outdoor spaces to involve, motivate and engage children in a wide range of developmental activities. The early focus on personal and social development, language and numeracy skills is a strength which encourages children's self-confidence and provides a firm foundation for the next phase of learning.

1.7 Leadership of the Foundation Stage is good, as is the teamwork of the staff. There is an accurate understanding of the strengths and weaknesses of the provision and effective steps are being taken to improve it. For example, the recording of children's progress has been reviewed to ensure continuity and consistency of approach between Nursery and Reception, but this has yet to have full impact on children's learning

1.8 **What the school should do to improve further**

- Raise the achievement of the higher ability pupils and ensure that lessons challenge them.
- Ensure that action plans are more incisive with measurable success criteria to bring about improvements faster

2 Beeston Primary School (December 2007)

2.1 **Grade: 2**

This is a good school, in which pupils make good progress both academically and socially. Parents rate the school highly and appreciate the good level of care given to their children, saying they are always happy to go to school. The school has a

very warm and caring atmosphere. Pupils enjoy good relationships with the staff and say they like their teachers and the way they help them to learn. Pupils, consequently, have positive attitudes to learning and achieve well. Pupils arrive at school with skills which are lower, or much lower, than average. By the time they leave school, they reach above average standards in English and average standards in mathematics. Standards in science, however, are below average. The school is aware of this and has set appropriate strategies to raise standards. Overall, pupils, including those with learning difficulties and/or disabilities, make good progress. There are several reasons for this.

- 2.2 First, good quality teaching ensures good learning. In the best lessons, teachers regularly assess pupils to find out what they already know and can do and use this information particularly skilfully to make sure that the curriculum is matched closely to their varying learning needs. This ensures that activities and tasks given to pupils of all abilities consistently challenge them to reach higher learning targets. These effective practices, however, are not always adopted consistently in all classes and lessons. The more able pupils could sometimes achieve more than they do.
- 2.3 Second, pupils enjoy learning. This is because the curriculum includes a good range of enriching experiences, both in lessons and beyond the normal school day. This is one of the reasons why pupils talk with such enthusiasm about school life.
- 2.4 Furthermore, pupils' good personal development, along with their good academic progress, is why they are so well placed to succeed at secondary school and to become responsible young adults of the future. Pupils' growing confidence and maturity are seen in the wide range of responsibilities that they eagerly undertake. They behave extremely well and are especially respectful and polite towards adults and one another.
- 2.5 A key factor in the school's success is the effective leadership of the headteacher. Making sure that every child is nurtured in a very caring and supportive environment so that they can reach their full potential, is never off his agenda. Staff are extremely committed and supportive. They play a crucial part in the school's continued success.
- 2.6 The school has an accurate view of its own effectiveness and provides good value for money. Governors provide good support and challenge. Finances are well managed. This, along with the effective steps taken to promote improvement since the previous inspection, demonstrates that the school has a good capacity to improve in the future.
- 2.7 **Effectiveness of the Foundation Stage**
Grade: 2
Most children begin school with reduced communication skills. Their achievement is good because teaching and learning in the Foundation Stage are good and in some aspects, such as the development of social skills, they are outstanding and meet children's needs well. Children make good progress in all areas of learning and especially in their social and linguistic development. Parents say they are very happy about this.
- 2.8 Children soon learn to have fun together, care for each other and begin to look after themselves. They respond particularly well to the high quality teaching that motivates and engages them in learning, for example, how to match letters to

sounds. The school works hard to ensure children's health and safety and staff have created an exciting environment for learning, despite the limitations of an ageing nursery building. New leadership has rejuvenated the arrangements for assessment, monitoring, tracking and setting targets for children. This is minimising effectively the impact of the split site on the overall effectiveness of a smooth transition through the Foundation Stage.

2.9 **What the school should do to improve further**

- Raise standards in science.
- Develop strategies to help the more able pupils to attain their best possible levels.
- Replicate the best features of teaching throughout the school by, for example, using tracking data more effectively.

3 **Birchfield Primary School (February 2008)**

3.1 **Grade: 2**

Birchfield is a good school with outstanding features. 'The children are happy.' This is the view of the overwhelming majority of parents, staff and governors and reflects the excellent personal development and well-being of pupils. The small minority of pupils of minority ethnic heritage enjoy attending this popular school and make good progress. As a result of the school's efforts to foster respect and value for all races and religions, it has won the Stephen Lawrence award for its contribution to pupils' preparation for life in multicultural Britain. Attendance is well above average because pupils enjoy coming to school. Good behaviour and relationships are founded on mutual respect between pupils and staff. Pupils are tolerant, reflective and have a keen sense of right and wrong. They are articulate and help to manage the school through their work as prefects and 'playground befrienders'. Their hard work in the community is welcomed by local residents who appreciate the improvements made to their environment. Pupils are serious and productive fundraisers for local and international charities. Healthy, balanced food is cooked on the premises and a large number of pupils and staff eat school dinners. Excellent provision for sport both in lessons and after school is much appreciated and reflects the school's outstanding enrichment opportunities that contribute greatly to pupils' excellent personal development. Pupils are exceedingly health conscious and active.

3.2 Pupils make good progress from their above average standards when they enter Year 1 to significantly above average standards by the end of Year 2. These standards are maintained in Key Stage 2 and pupils leave school at the end of Year 6 having attained significantly above average standards overall. Pupils from minority ethnic backgrounds also make good progress because their work is closely monitored. Some pupils who have learning difficulties and/or disabilities make satisfactory rather than good progress because their needs were not identified and supported quickly enough in the past. However, new leadership and prompt action to support pupils' progress is beginning to improve their standards because of appropriate and sensitive support. Standards in mathematics are a considerable strength of the school and pupils make outstanding progress in this subject. Standards in science are close to those in mathematics and pupils describe these two subjects as their favourite lessons.

3.3 Good quality teaching and learning underpin pupils' achievement. Lessons are well planned, interesting and enjoyable. Pupils are involved and engaged in learning because of the good subject knowledge of the teachers and support staff and a

good curriculum. These are clear features in mathematics and science lessons, but English lessons in Key Stage 2 are sometimes less stimulating. Some outstanding lessons are characterised by teachers' use of a range of stimuli and resources to motivate and inspire. Year 6 pupils wrote a play script, accompanied it with music and used high-order computer skills to present it. The teacher's very high expectations motivated pupils to work largely independently and they were proud of the end result. Teachers' marking is inconsistent and does not clearly inform pupils of how they are doing in their work or what to do to improve it. This is particularly the case in a small number of the boys' writing books, which show that less pride and care is taken in their work.

3.4 Visionary leadership and management are at the heart of the school's success. The outstanding headteacher and deputy headteacher understand the school exceptionally well and know exactly why Birchfield is a good school as well as what is needed to make it even better. Self-evaluation is very well used to set challenging targets for improvement. Pupils are cared for to keep them safe and outstanding links with outside helpers support pupils' well-being. Governors are a source of support and challenge. They help the school and are not afraid to state their views and concerns robustly. They constantly seek ways to keep improving the school's performance. A clear identification of pupils' needs is at the centre of their actions. There has been good improvement since the previous inspection and the school has a good capacity to improve still further.

3.5 **Effectiveness of the Foundation Stage**

Grade: 3

Children settle down quickly when they join the Nursery because of good care for their personal development and strong links with parents. Overall, children's skills are above what might be expected for their age although their communication skills are lower. Children make satisfactory progress through the Foundation Stage. Teaching and learning feature effective planning and variety to motivate the children. Issues relating to temporary staffing, limited accommodation and gaps in leadership have now been resolved. Accommodation and resources have been improved, a new leader has been appointed and staffing is more stable. As a result, provision is improving. A dedicated focus on improving children's ability to link sounds and letters is beginning to improve standards in writing. A clearer system for identifying individual needs has resulted in more efficient support and, consequently, better learning for children who have learning difficulties and/or disabilities as well as the gifted and talented.

3.6 **What the school should do to improve further**

- Improve the quality and consistency of marking, in particular of boys' writing, to ensure that pupils understand how they are doing in their work and what to do to make it better.

4 Blenheim Primary School (April 2008)

4.1 **Grade: 4**

In accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the Foundation Stage.

4.2 The Nursery and Reception classes give children an inadequate start to their

education. Too many children make insufficient progress. Many have weak speaking, reading, listening and mathematical skills on entry to the school and, as a result of limited progress, these skills remain too low on entry to Year 1. Staff do not make sufficient use of assessment to involve children in purposeful activities to challenge and develop their learning. Teaching is insufficiently stimulating to support and extend children's play effectively.

- 4.3 Achievement is satisfactory across Years 1 to 6. Most children attain well below average standards in English and mathematics by the time they leave school, but average standards in science. Although rates of progress are improving, particularly in Years 1 to 2, this is not consistent across the rest of the school; progress has been uneven in reading, writing and mathematics in Years 3 to 6.
- 4.4 Teaching and learning are satisfactory in Years 1 to 6, and there is some good practice, but this is not consistent. Several teachers are new to the school, but have already established positive relationships with, and appropriate expectations of, their pupils. Pupils' behaviour is satisfactory; they show a growing interest in their lessons. Enhanced opportunities for pupils to work independently to improve their speaking and listening skills, and to think for themselves, are good features in some classes. Marking of work is inconsistent and does not always inform pupils how to improve. The curriculum is satisfactory and offers a suitable range of cultural and sporting opportunities.
- 4.5 Pupils' personal development is satisfactory. Most attend school regularly and say they enjoy their lessons. In particular, they show a good understanding of how to keep healthy. They derive pleasure from the responsibilities they are given, although are not yet prepared adequately for later life because of their low levels of literacy and numeracy. The school places appropriate emphasis on pupils' pastoral care. Parents say that staff are very caring and supportive and are always ready to go the extra mile. Academic guidance is at an early stage of development. The school knows that assessment information is not yet being used consistently well by teachers to enable all pupils to build carefully on what they know and understand.
- 4.6 Following a period of significant instability in the school, the headteacher now provides satisfactory leadership and has introduced a range of measures designed to raise achievement. These are beginning to take effect. Senior leaders are fully involved in the drive to secure improvement. Self-evaluation is largely accurate and has identified the right priorities to move the school forward. For example, strategies are already in place to improve provision in the Foundation Stage, although these have not had sufficient impact. Governors are increasingly involved in checking how well the school is doing. All this means that leadership and management are satisfactory, and that the school has satisfactory capacity to improve.

4.7 **Effectiveness of the Foundation Stage**

Grade: 4

Children's attainment on entry to the Nursery is well below the level typical for their age. Relationships are satisfactory and the care provided keeps children safe. However, most children do not make the progress of which they are capable and provision in the Foundation Stage is therefore judged as inadequate. Routines and organisation do not facilitate good learning. 'Free flow' activities are not planned well enough to provide a clear focus or direction to help children achieve well. Classroom displays do not provide sufficient models of written English and adults

are often not used to best effect. Opportunities to develop key language skills, especially for the many children for whom English is an additional language, are missed. The environment lacks the excitement and stimulus to help motivate and enthuse children. Assessments are not precise enough to enable teachers to build carefully on what children know and understand. As a result, children are sometimes occupied rather than challenged, and do not always behave well. Consequently their achievement is inadequate.

4.8 **What the school should do to improve further**

- Improve the quality of work in the Foundation Stage to enable all children to achieve well.
- Increase the rates of progress made by all pupils in reading, writing and mathematics, especially across Years 3 to 6.
- Raise the quality of teaching and learning so that it is consistently good or better throughout the school.
- Improve the quality of marking so that pupils have a better understanding of how well they are doing and how to improve their work.

5 **Bracken Edge Primary School (March 2008)**

5.1 **Grade: 3**

This is a satisfactory school. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

5.2 Strong levels of racial harmony effectively support pupils' good spiritual, moral, social and cultural development, an intrinsic part of their overall satisfactory personal development. The headteacher works hard to meet the needs of the changing nature of the local community. Welcome packs and buddies help new pupils to settle when they arrive, often from abroad with no previous experience of formal education or of speaking English. Pupils have an increasing understanding of how to stay safe. They also learn about healthy eating, although many do not yet put theory into practice.

5.3 Senior leaders have improved the school's performance within a short timescale. Pupils' achievement is satisfactory. From very low starting points, standards are below average by the end of Year 6. The youngest and oldest pupils achieve well because teachers meet their academic needs more precisely. Standards by Year 6 rose in 2007, particularly in English where standards were above average, putting the school among the top 25% of schools nationally for pupils' achievement in this subject. Inspection evidence indicates that these improvements are being sustained in 2008. Even so, standards are too low by the end of Year 2 in reading, writing and mathematics. Current school data shows that pupils are making at least satisfactory progress in every year group. The BCAP programme supports the progress of black minority pupils, particularly boys, very well. They now make slightly faster progress than other groups in school.

5.4 The leadership team holds a clear vision for future success. Staff morale is high. Parents typically comment, 'The whole school is vibrant, friendly and open.' Rising standards and pupils' better achievement, coupled with stronger provision, demonstrate the school's good capacity to improve. Governors now take a more active role in school life and provide greater challenge, support and skills. The local authority and other agencies have been invaluable allies and sources of expertise for the headteacher and staff. Senior leaders have developed teachers' skills so

that lessons are now of at least satisfactory quality. In the Foundation Stage and Years 5 and 6, there is much that is good and better, but this is not consistently the case in other year groups. Pupils behave well and persevere with tasks set. Even so, pupils in Years 1 and 2 do not have access to a practical curriculum suitable for developing the investigative skills they learned so well in the Foundation Stage and this restricts their progress. The newly re-organised curriculum offers more variety to pupils. Strong pastoral support ensures that all pupils, whatever their individual needs, feel secure and well cared for. Staff are increasingly skilful in monitoring and tracking pupils' progress. Nevertheless, not all teachers are making best use of the plentiful assessment data to help plan their work. This means that activities in lessons are not always set at a level appropriate to pupils' needs.

5.5 **Effectiveness of the Foundation Stage**

Grade: 2

Children join the new Foundation Stage Unit with very low levels of skills compared to those typical for their age in all areas of learning. Although children's skills by the time they leave the Foundation Stage are still well below those expected, they now make consistently good progress as a result of improvements in provision. Just over half of the children work securely within the expected levels, the early learning goals, by the end of the year. The lively and practical curriculum provides young children with good opportunities to choose whether to learn indoors or outside. The outdoor environment is a major strength in improving children's personal, social and emotional development. An emphasis on the development of language skills helps children to grasp that print carries meaning and that reading and writing are fun and worthwhile activities. Adults use assessment well to check children's achievement and to target accurate levels of support for individual learners. The Foundation Stage is well led and managed and provides a strong focus on children learning through finding out for themselves. As a result, children learn rapidly, ask questions and are curious learners. Inspection evidence and school data show that boys from black ethnic groups make the best progress. Parents say, 'My child is thriving in the Foundation Stage Unit.'

5.6 **What the school should do to improve further**

- Raise standards in Key Stage 1.
- Broaden the curriculum in Years 1 and 2 so that pupils have more opportunities to learn practically through exploring and finding out for themselves.
- Increase the proportion of good and better teaching so as to accelerate pupils' progress throughout the school.
- Improve the use of assessment so that teachers plan work that meets the needs of the different age and ability groups in their classes.

5.7 A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

6 **Burley St Matthias' Church of England Voluntary Controlled Primary School (November 2007)**

6.1 **Grade: 2**

Burley St Matthias is a good school. Parents and pupils appreciate the welcoming and inclusive ethos that celebrates the many nationalities and cultures it serves. Pupils enjoy lessons because of the good quality teaching and levels of care. The headteacher, well supported by senior staff, provides a very clear sense of direction for future development and the school's capacity to improve is good.

- 6.2 Standards are broadly average by time pupils leave school. They achieve well from their starting point in Reception. The school identified a weakness in writing standards in both key stages two years ago. A wide range of strategies were introduced including guided writing and handwriting sessions and these have raised achievement throughout the school. Management have introduced further improvements to help a similar situation in reading and mathematics in Key Stage 1. This is beginning to show improvement, although there is still some way to go to bring standards up to that of writing. Pupils make good progress in science because of the good opportunities provided for them to carry out experiments and investigations. The school sets pupils targets based on their past achievement that are particularly challenging and they have good success in meeting them by Year 6.
- 6.3 Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are well behaved and considerate towards each other. They learn to appreciate the wonder and beauty in their everyday life and have a good understanding of their own and others' faiths and cultures. Attendance has improved significantly since the last inspection. Pupils know well the principles of living healthily and this is recognised in the Healthy School's Award. They make a positive commitment to improving their own community through the effective school council.
- 6.4 The quality of teaching and learning is good. Lessons have a clear purpose which is effectively shared with pupils. In many lessons, the very good use of time and sharply focused questions lead to rapid progress. Some lessons lack this urgency and pupils do not achieve as well as they should. The curriculum is satisfactory. There are many good features, for example, the promotion of pupils' personal development and provision for pupils with learning difficulties and/or disabilities. However, there is some imbalance between the time devoted to different subjects and pupils spend too long on similar activities. There is a good range of out-of-school activities: a breakfast club, poetry clubs and visits to places of interest. Foundation Stage provision is good. The care and guidance pupils receive is good. Pastoral care is very strong and the tracking of pupils' learning is rigorous, which contributes well to their achievement in many areas. Marking has improved significantly since the last inspection, especially in English.
- 6.5 The new headteacher is building well on the positive school ethos, through a thorough analysis of all aspects of achievement and provision. She is supported well by senior management. There is strong evidence that initiatives taken to raise achievement, such as promoting pupils' speaking and listening skills, are proving successful. The governing body provide good support and challenge to help the school develop. The school knows its strengths and weaknesses well, although it is sometimes too modest in the judgements made in its self-evaluation. Finances are managed well and the school gives good value for money.
- 6.6 **Effectiveness of the Foundation Stage**
Grade: 2
The Foundation Stage is well led and managed. Effective record keeping and assessment procedures ensure work is targeted well to children's most important needs. In particular, staff place special emphasis on improving children's language, communication skills and their knowledge and understanding of the world. This is because many children start with low levels of achievement in these aspects. Staff also provide good support to those who speak little English. Achievement is good,

although standards are still lower than average when they leave the Reception class. The quality of teaching is good. The classroom is very stimulating with exciting displays of children's work, imaginative role-play areas and well planned activities to encourage independence. Early reading and writing are well taught. A considerable strength is the outdoor area, where children build giant bridges with wooden blocks, play on the pirate ship and plant and study their own garden. As a result, children learn to observe carefully, show curiosity and develop well physically.

6.7 What the school should do to improve further

- Raise standards in reading and mathematics in Years 1 and 2.
- Ensure the school day is planned effectively to provide an appropriate breadth of experiences.
- Make sure that in all lessons teaching is good or better.

7 Carlton Primary School (March 2008)

7.1 Grade: 2

Carlton Primary School is a good school with some outstanding features. The behaviour and personal development of pupils are outstanding. Pupils are supported by outstanding partnerships with the community and other schools. The considerable progress the school has made since its last inspection is identified by parents who are delighted with the quality of care and education their children receive. Typically, parents write, 'The school has improved over the last three years. It feels better organised and has more activities, good pastoral care, a strong promotion of positive behaviour and confidence building.' This sustained improvement brought about by good leadership demonstrates the school's good capacity to improve.

7.2 Leadership and management of the school are good. The headteacher and senior leaders continually monitor and review the progress of all initiatives and actions to bring about improvement and meet challenging school targets. As a result there is accelerating improvement and rate of pupils' achievement. Although modesty and caution caused the leadership team to judge the school's effectiveness in several key areas too harshly, it identifies strengths and areas for development accurately, enabling the school to provide good value for money. All staff are part of a team providing good quality teaching and learning. Their work is monitored to ensure school policies are delivered consistently. The governors and the headteacher ensure that the vision for the school is delivered by making very astute and successful staff appointments.

7.3 The achievement of pupils is good. From below expected skills on entry to lower Foundation Stage (Nursery and Reception), they make good progress so that by the end of Year 2 their skills are broadly average. By Year 6, pupils achieve well and they are currently attaining standards above the national average in English, mathematics and science. The effective tracking of pupil progress enables all pupils, including those with additional learning needs, to make good progress because their needs are quickly identified and they receive well targeted support. However, pupils and their parents often do not know how to accelerate achievement because marking does not consistently help pupils to improve and there is limited use of individual pupil targets in English, mathematics and science. Pupil progress is also sometimes limited by poor understanding of specialist language in mathematics and science.

7.4 Provision for the care, guidance and support of pupils is good. The school works hard to involve parents in their children's learning through specific workshops and very good communication with home. Pupils grow quickly in maturity as staff make demands of them to promote their independence from the Foundation Stage onwards. By Year 6, they are highly effective members of the school community and the wider world beyond school because their spiritual, moral, social and cultural development is outstanding. Relationships are of the highest order and cement the harmonious atmosphere that percolates through school. Pupils enjoy school and their attendance is above average. The good curriculum motivates and interests them because it is relevant to their experience and interests. Pupils have a strong voice and feel that they are involved in ideas and decisions that affect them so they can help to improve the school. Their work on the development of the playground is impressive. Pupils are well prepared for their move to secondary school.

7.5 **Effectiveness of the Foundation Stage**

Grade: 2

Children's knowledge, skills and understanding in personal and social development and communication, language and literacy are lower than other aspects when they enter the Foundation Stage. All children make good progress in the Foundation Stage. The majority are working securely within and towards the expected levels of attainment at the end of the Foundation Stage.

7.6 Children develop good personal and social skills because relationships are strong and staff have high expectations that children will become independent learners who know how to help and support each other. The older Foundation Stage children look after the younger Foundation Stage children and are developing caring skills and a sense of responsibility. Children work and play happily together. They all follow school routines sensibly and enjoy the opportunity to participate in joint activities.

7.7 The new Foundation Stage leader is working very effectively to ensure that children have access to quality learning experiences. Assessment is regular and thorough and children who need extra support are quickly identified and helped. Parents are kept very well informed of their child's progress and they are encouraged to support learning. Good planning for the development of knowledge and skills ensures the needs of all children are met. Effective classroom organisation provides a safe and happy learning environment that works efficiently and is well resourced despite the limitations of the building. This marks a significant improvement since the previous inspection. There is well planned provision to enable children to transfer successfully into Key Stage 1.

7.8 **What the school should do to improve further**

- Ensure that rigorous and consistent marking and the individual setting of targets shared with pupils and parents, are used to raise standards and accelerate progress in English, mathematics and science.
- Improve pupils' understanding of mathematics and science through the teaching of specialist vocabulary.

8 Christ the King Catholic Primary School (February 2008)

8.1 **Grade: 4**

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school requires significant improvement,

because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement in Key Stages 1 and 2 in English, mathematics and science, the quality of teaching and the effectiveness of the curriculum.

- 8.2 Pupils' achievement is inadequate. Although the new headteacher has introduced a series of well planned strategies for improvement, it is too soon for these to have had sufficient impact on standards and achievement in Key Stages 1 and 2. While standards are broadly average at both key stages they have been declining since 2004. In Key Stage 2, the drop in standards has been quite marked. Pupils of all abilities and with a variety of individual needs from Years 1 to 6 have not been making the progress that is expected of them given their above average attainment on entry to the school and their good progress in the Foundation Stage.
- 8.3 The headteacher is the driving force for improvement and with the governors has recently appointed a team of senior and middle managers to help deliver the vision of 'high quality teaching and learning'. There are weaknesses in the leadership and management team because it is still at the early stages of learning to work together and some of its judgements about the school's performance have been over generous. However, the team has accurately identified what the school does well and what needs to be done to improve it. Appropriate priorities for improvement have been identified and a full range of strategies has been implemented to improve learning. There is evidence that standards are beginning to rise because of the improving provision. The leadership team is therefore demonstrating satisfactory capacity to improve. However, the school currently provides inadequate value for money.
- 8.4 Pupils behave well and enjoy good relationships with staff and their peers. They want to learn and are aware that they have a responsibility to make the choices to help them stay safe and healthy. They are also very aware of their responsibility to help others and respond positively to the ethos of a Catholic school. However, the limited tracking of pupils' progress and the weaknesses in academic guidance have contributed to pupils' underachievement; this has limited their personal development particularly in relation to the development of basic skills. The school is now determined to address this and is beginning to work in partnership with parents to support pupils' learning.
- 8.5 Teaching is not yet strong enough to ensure pupils learn and achieve as much as they should and there remains a legacy of underachievement that has yet to be eradicated. New teaching approaches introduced by the leadership team are beginning to increase the effectiveness of teaching although the quality remains too inconsistent and is consequently inadequate overall. Many pupils are not learning enough because teachers are not using the new tracking systems and assessment data well enough to help them in planning lessons to improve achievement. The level of challenge provided for pupils is not as high as it should be and poor quality marking does not help pupils to understand what they need to do to improve. The curriculum is inadequate and does not help teachers to meet the needs of all groups of pupils. Too much time is wasted in relation to lengthy lunchtime arrangements and there are few extension and enrichment activities to extend the skills and interests of pupils. Teachers have now accurately identified pupils with learning difficulties whose progress needs to improve. A well-managed range of additional support programmes outside lessons has been set up to help these pupils but support within lessons is very limited as there is insufficient adult

help to assist pupils' learning in class.

8.6 **Effectiveness of the Foundation Stage**

Grade: 2

Most children enter the Nursery with knowledge, skills and understanding that are a little above the national expectations for three year olds. Their attainment is particularly good in personal and social development, communication, language and literacy and mathematics. They make good progress overall as most are working well above the expected levels for their age by the end of the Foundation Stage. The Foundation Stage leader is working very well with her strong team to ensure that children have access to good quality learning experiences. Assessment is thorough and used to help teachers plan lessons. Children who need extra support are quickly identified and helped. Very good and developing links with parents ensure that they are willing partners in their children's learning. Good planning for the development of knowledge and basic skills ensures the needs of all children are met. Effective classroom organisation provides a safe and happy learning environment that is well resourced. Relationships are strong. Children work and play happily together, follow school routines sensibly and enjoy the opportunity to participate in joint activities. A typical comment from a parent was, 'my daughter's academic ability has developed significantly over the past five months and she thoroughly enjoys school'.

8.7 **What the school should do to improve further**

- Make effective use of the assessment and tracking systems to improve the achievement of pupils in Key Stages 1 and 2 in English, mathematics and science.
- Improve the quality and consistency of teaching in Key Stages 1 and 2 so that it enables all pupils to learn and achieve as well as they should.
- Review the curriculum to ensure that time is used effectively and extension activities extend and engage pupils.
- Ensure the learning needs of all groups of pupils are effectively met in all lessons.

9 **Corpus Christi Catholic Primary School (March 2008)**

9.1 **Grade: 3**

The school provides a satisfactory education for its pupils and has areas of significant strength, particularly in relation to pupils' personal development and the care all staff give pupils to ensure this. The Christian teaching underpins all the school does, so that pupils' spiritual development is outstanding. Behaviour is also excellent. Pupils enjoy being at school and learning. They are friendly and welcoming to all and are particularly good at helping those they see as being less fortunate than themselves. This shows in the large sums of money pupils raise for charity, and at a personal level, in the way they welcome pupils joining the school during the year and make them feel part of the school family. They are especially supportive of children who arrive speaking no English.

9.2 Pupils' achievement is satisfactory overall. However, their progress is patchy, with pupils making good gains in some year groups and marking time in others. In some classes, progress is slower in mathematics than in English. Achievement in science is unsatisfactory, and has been for several years because investigative work does not reinforce pupils' understanding of science. The uneven progress between Years 1 and 6 is due to inconsistency in quality of teaching. At its best it is outstanding, but often lessons are not sufficiently focused on what pupils need to

learn.

- 9.3 The curriculum is satisfactory, but lacks innovation to ensure it is rich and exciting. Subject teaching is based largely on published schemes. A strength is the strong emphasis on speaking and listening, so that by the time pupils leave they are confident and articulate young people. Preparation for future economic well-being is satisfactory, and strengthened by pupils' increasingly confident use of information and communication technology (ICT).
- 9.4 Leadership is satisfactory. Since the previous inspection the school has been without a permanent headteacher for several years. The governors have tried hard to recruit a permanent headteacher, but have not yet been successful in this. In the meantime, the school is being very ably guided by an acting headteacher who, since his appointment at Christmas 2007, has made a realistic assessment of the school's strengths and weaknesses and set up a number of key changes. The educational direction of the school is clear. Teachers and support staff are fully on board for the changes and they appreciate the improved opportunities to develop professionally.
- 9.5 The school offers satisfactory value for money and shows satisfactory capacity for improvement.
- 9.6 **Effectiveness of the Foundation Stage**
Grade: 2
Most children join the Foundation Stage (Reception classes) with skills that are well below those expected of children nationally, particularly in personal, social and emotional development, and in communication, language and literacy. Well-focused teaching ensures that children make good progress, so that over half reach average levels by the start of Year 1. They are encouraged to grow in confidence and self-esteem. This enables them to enjoy their learning, care for each other and have fun together. The recent introduction of a phonics programme, for example, has motivated and engaged children and, as a result, they make outstanding progress in this area. There is strong focus on developing their speaking and listening skills, and the development of children's independence is having a significant impact. Foundation Stage teachers and support staff are good at assessing the progress of each individual child. Detailed records are kept and these are used carefully to match work to children's needs and abilities. Outdoor provision is carefully planned, and despite being restricted by the small size of the outside play area, is used imaginatively. By the time the children leave the Foundation Stage, their skills are still below those typical of children nationally, but they have made good progress in their learning.
- 9.7 **What the school should do to improve further**
- Raise standards in science, particularly in investigative work.
 - Improve the quality of teaching and learning in Key Stages 1 and 2, so that learning objectives focus on what pupils need to learn rather than what they will do.
 - Review and revise the curriculum in order to introduce greater creativity and relevance for pupils.
- 9.8 A small proportion of schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

10 Crossley Street Primary School (March 2008)

10.1 **Grade: 2**

Crossley Street is a good school and has a number of outstanding features. Pupils' personal development is outstanding. The headteacher and the governing body provide excellent leadership. When parents were asked about the school a typical response was, 'We like absolutely everything'. Their children feel the same way and delight in the school's happy atmosphere. Excellent care and support enable pupils to grow in self-esteem and show great tolerance for each other. The 'Care Tree' in the Year 1 classroom is designed by pupils to show the fruits of looking after and taking care of all groups of people. Each class designs their own 'caring' symbol to highlight their responsibilities to their school and community.

10.2 Pupils achieve well from broadly average starting points when they enter Year 1 so that by the end of Year 6 standards are above average overall. This is because of good quality teaching, rigorous assessment systems to monitor how well pupils are doing and the school's high expectations for personal and academic development. However, although standards in Year 6 have been consistently above average overall in recent years they have not been as high in English as in mathematics or science. This is because throughout Years 1 to 6 pupils' writing skills are not as strongly developed as those in reading, mathematics and science. Changes to the intake of pupils in the course of the year have an adverse impact on standards.

10.3 Although the majority of pupils make good progress in Key Stage 2, more able pupils do not consistently make the progress they should, particularly in writing. The school is aware of this and steps are being taken to improve standards through planning more challenging work and emphasising pupils' creative story writing. To this end the school has had a book published which contains examples of writing from every pupil. There are extensive opportunities for pupils to speak in small groups, to their classes and sometimes to the whole school. This approach has improved pupils' speaking skills and in turn is leading to improvements in their writing. Currently, pupils are on course to meet the challenging targets set for them. The school's speedy identification and good provision for the needs of vulnerable pupils and the high quality support it provides for pupils with learning difficulties and/or disabilities enables these groups of pupils to make good progress. Parents say that they are attracted to the school because of its good reputation for helping vulnerable children.

10.4 Good quality teaching means that pupils enjoy learning and are eager to be involved in lessons. Good displays result in very attractive learning environments which celebrate and guide pupils' achievement. Teachers plan activities carefully with support staff to engage all pupils. They mark work regularly but do not make it sufficiently clear, particularly to the more able pupils, what they need to do to improve. As a result, these pupils do not always achieve as well as they should.

10.5 Pupils adopt very healthy lifestyles through a balanced diet and regular exercise and their understanding of how to achieve such lifestyles is very good. In a school council meeting, for example, pupils considered a request for hot dogs at the monthly free choice lunch as inappropriate. Pupils are determined to make a difference in their school, their community and the world. Each class has two health and safety officers who examine possible dangers in their school and the local area. Pupils show awareness of the needs of others through their active fundraising and they speak passionately about the environment and poverty in Africa. They are especially vigilant about cruelty to animals. Pupils' behaviour is

exemplary in response to the way that staff use praise to encourage responsibility whilst clearly outlining their high expectations of behaviour and attitudes to learning. Attendance is above average even though a small number of families take holidays in term time.

10.6 Excellent systems for care and guidance mean that pupils are looked after exceptionally well and prepared thoroughly for the future. As a result, they make good progress to reach above average standards.

10.7 Good leadership and management have made the impact on school life of considerable building works both manageable and discreet. Good systems are in place to track the performance of all pupils. This has contributed to improved standards in most subjects. The management skills of middle leaders have developed considerably because of the headteacher's ability to distribute leadership responsibilities throughout the school. The headteacher's excellent organisational skills, planning for improvement and sensitive support and encouragement are valued by pupils and their parents, the staff and the governing body. Self-evaluation is accurate and clearly linked to actions that lead to improvements in pupils' care and education. Safeguarding arrangements meet requirements. Governors are knowledgeable, informed and challenging in order to focus on the best outcomes for the pupils. They are exceptionally well involved in school life, both practically and analytically. The school has good capacity to improve further.

10.8 **Effectiveness of the Foundation Stage**

Grade: 2

Children start school with skills that are below the levels typically expected for their age. They are well cared for and settle down quickly because of the school's good admission arrangements and liaison with pre-school providers. In the Nursery class children develop their confidence and discover that learning is fun and enjoyable. Learning accelerates when they join the Reception class and children take more responsibility for what they do. They choose from a range of exciting and interesting activities to develop their skills. Many work independently, for example when they are absorbed in imaginative play and by practising sophisticated adding skills on the computer. They make good progress because of good teaching that is well planned to match individual learning needs. By the end of the Reception year standards are broadly in line with national expectations. Good leadership and management have coped well with staffing changes and the planning of new outdoor provision.

10.9 **What the school should do to improve further**

- Raise standards in writing for all pupils but especially the more able to match those achieved in reading, mathematics and science.
- Improve the quality of teachers' marking so that it makes clear to all pupils, and especially the more able, what they need to do to improve.

11 **Deighton Gates Primary School (April 2008)**

11.1 **Grade: 2**

This is a good school with some outstanding features in which pupils of all ages are now achieving well. This includes pupils between Years 3 and 6, after a few years when their progress was satisfactory. The school has gained a justified reputation among parents for its distinctive care and support that result in pupils' excellent personal development. Typically, parental opinion is that, 'Deighton Gates is a

perfect environment for children. self-esteem is high on the agenda.' The majority think that the headteacher and staff need to be, 'congratulated on the care and standards achieved'.

- 11.2 One of the most striking things about the school is the way that pupils with communication and social difficulties are welcomed and included. They are helped to make good progress, sometimes after overcoming marked behavioural disturbances. This side of the school's provision is very successful, owing to the governors' vision for an all-embracing school, the skill of the headteacher and staff, and the maturity shown by other pupils
- 11.3 Pupils enjoy school. The vast majority like their lessons and are excited by the many additional activities on offer. The extremely useful connections which the school has with local support agencies and other schools, including those abroad, have a powerful influence on pupils' personal development. They know a tremendous amount about being healthy, not least through the frequent opportunities to prepare and cook food. Their enthusiasm is only dampened slightly when they talk about wanting more challenge in some lessons such as mathematics. Nevertheless, they are fascinated by the school's own archaeological dig (a section of a Roman road runs through the school grounds), their own apple orchard and the vast array of clubs such as gardening club. Since there are so many interesting things to do, the general consensus among pupils is that, 'we could never get bored'. Behaviour is good, which is a success for the school since several pupils find it very hard to control their emotions.
- 11.4 Cultural development is very strong. For example, pupils have been fascinated by being involved with the Primary Colour project about cultural diversity in Britain, and the connections with schools in Africa are recognised in the international status. Equally, pupils value the opportunity to devote time to helping out in school. Peer mediators, known as the Squabble Squad, healthy tuck shop assistants and school councillors are all very capable and respected by other pupils for what they do.
- 11.5 The trend has been for standards to be above average at the end of Year 2 and Year 6 until 2007 when, for particular reasons connected with the year groups, standards were around average. Progress from Foundation Stage to the end of Year 2 was always generally good but it was among older pupils that progress slowed a little. At the end of Year 6, in 2007, pupils had achieved well in reading and science but, as in previous years, they could have done better in writing and mathematics. The school has implemented some valuable methods to tackle these relative weaknesses. As a result, current standards in Year 6 are above the national expectation for their age, which represents good achievement for these pupils.
- 11.6 Teaching, which is good, has become more adept at using the information gained through the assessment of pupils' work to plan purposeful lessons. This is particularly true in the case of writing where a new found accuracy in judging levels of attainment has helped teachers to raise standards. Pupils capable of reaching above average levels could still do better, particularly in mathematics and writing, because teachers do not always provide them with sufficient challenge in lessons. Learning is beginning to benefit from improvements in teachers' marking, which now offers guidance in the form of targets. These goals are more precise in the case of pupils' writing than they are in mathematics. Even then, the quality of targets in writing varies between year groups with pupils in Years 2 and 6 receiving

the most helpful advice.

11.7 The headteacher's skills of analysis coupled with the ability to create an inclusive school have inspired staff to improve the performance of all pupils. The newly created teams that manage subjects and the evaluation of standards are beginning to play a useful part in supporting the headteacher and governors in school improvement. The very accurate tracking of pupils' academic achievements and the use made of this information allow school self-evaluation to be very effective in gaining a picture of strengths and weaknesses. These are reflected clearly in plans for development. Considering the advances to date and the school's very good understanding of where improvement is still needed, the capacity to go further is good.

11.8 **Effectiveness of the Foundation Stage**

Grade: 2

The Foundation Stage gives children a good start. They reach nationally expected levels by the end of Reception after a below average start. As a result, achievement is good. Attainment on entry has fallen since 2006, but the teamwork of the staff, the purposeful activities available and the close observation of children's progress ensure that learning is geared to their particular needs. Good leadership and management of the setting provide a broad range of relevant activities. For example, in one session, children made good progress in learning letters and their sounds while having the option afterwards of learning socially, physically and intellectually in pairs while playing with wigs in the hairdressers. Elsewhere, children, some with learning difficulties, were getting the most from a sensory activity with plastic letters hidden in a tub of rice crispies. By contrast, a group of fluent talkers were challenged in their thinking about what conditions plants would need when growing in pots of soil. Outside play is undertaken with enthusiasm in all weathers. However, the school has rightly judged that facilities lack enough hard surfaces and a covered area to allow continual experience in all areas of learning. The school is working hard to improve this satisfactory aspect of provision.

11.9 **What the school should do to improve further**

- Ensure that pupils capable of above average attainment always receive the correct level of challenge in lessons.
- Improve the setting of targets for pupils, in writing and mathematics, so that they all understand precisely how to improve their work.

12 **East Ardsley Primary School (March 2008)**

12.1 **Grade: 2**

This is a good school with some outstanding features and is providing good value for money. It has been mostly accurate in judging itself to be good in all areas. The well managed Foundation Stage with the good quality of teaching and learning ensures that all children make good progress in the Nursery and Reception classes. In Years 1 and 2, there has been some disruption to pupils' learning caused by significant staff absence and this has resulted in a downward trend in overall standards over the past three years. In the national tests for Year 2 in 2007, standards were broadly average with girls performing much better than boys. Relatively few pupils attained above average standards in reading and mathematics and none did so in writing. There are encouraging signs that this trend has been halted with some improvements in the quality of teaching and successful strategies introduced to support and encourage boys to do better. By

Year 2, pupils make satisfactory progress to attain broadly average standards in reading, writing and mathematics with an increasing number of girls and boys attaining above average standards.

- 12.2 Standards in Year 6 are above average in English and mathematics and significantly above average in science. In the 2007 national tests, the results show that high standards have been maintained in science. The quality of science work on display in most classes confirms science as a strength of the school. The school has responded well to the dip in standards in English and mathematics, caused by the higher than average proportion of pupils with learning difficulties and/or disabilities last year by grouping pupils by ability for literacy and numeracy in some year groups. This allows new learning to be more sharply focused for pupils. An analysis of pupils' progress from school data clearly shows that most are making good progress. The more challenging targets for the current Year 6 in English and mathematics reflect the excellent, and improved, academic support and guidance being provided for individual pupils.
- 12.3 The school has been too modest in its evaluation of pupils' personal development and well-being, which are judged to be outstanding rather than good. 'He absolutely loves it' and 'School is welcoming and friendly' are typical comments made by parents. Excellent relationships exist between everyone in the school. Pupils have a very positive attitude towards their learning and their behaviour is outstanding. They clearly love coming to school and attendance is above average. A strength is the way in which staff praise and encourage pupils to do well. The Healthy School and Activemark Awards demonstrate pupils' secure knowledge and understanding of how to live a healthy lifestyle. Community links are strong and pupils are exceptionally well prepared for their future as they learn by example from staff to be considerate and polite. The school is well on its way to achieving the next stage of the Stephen Lawrence award, which promotes racial tolerance, and understanding. The Year 2 assembly on friendship successfully reinforced the importance of being a good friend. Visits to a Hindu Temple and studying other cultures such as that of the Aborigines add further to pupils' understanding of other religions and cultures. Good literacy and numeracy skills along with pupils' positive attitudes equip them well for future learning.
- 12.4 The overall quality of teaching and learning is good and is directly responsible for pupils achieving as well as they do. Teachers' enthusiasm and the way learning is made fun, exciting and challenging are key strengths helping to create a purposeful atmosphere for learning throughout the school. For example, pupils in Year 1 enjoyed the game of finding numbers up to 100 on a blank grid and Year 5 created a movement sequence to music linked to the similes in the Highwayman poem. Year 6 were highly motivated to write a character description after watching a film clip. Teaching in some instances is not as effective when tasks are not matched closely enough to pupils' ability level. The school knows about this relative weakness and is trying hard to eliminate it.
- 12.5 The good curriculum successfully motivates and challenges pupils by providing them with many interesting learning experiences. Boys in particular benefit from a curriculum which emphasises sport, adventure and excitement. Developing literacy and numeracy skills has a high profile. Guided reading sessions, learning letter sounds and using computer programmes to help those finding reading difficult are helping to raise standards. The ability groups in mathematics and extra support for girls are ensuring that they achieve as well as boys. In Years 1 and 2, the curriculum is sometimes not matched closely enough to meet pupils' differing

needs and this affects pupils' rate of progress. Visits and an extensive range of activities every night after school enhance the provision; for example pupils said how much they enjoyed the film club, dance club and variety of sports clubs. All pupils learn French and some good links are being made between the different subjects. The Christmas shadow light boxes, for example, involved science and design skills.

12.6 Parents and pupils alike appreciate the outstanding level of care, support and guidance that the school provides for them. 'Second to none' was a typical parent's comment. It ensures that all enjoy coming to school. The whole staff has been involved in creating the very high level of care and support which results in such a warm, friendly atmosphere in school. Systems are firmly in place to ensure health, safety and child protection. A very close check is kept on the welfare of vulnerable pupils and there are excellent links with outside agencies to support this work. The specific needs of every pupil, including those with learning difficulties and/or disabilities are carefully assessed using effective assessment procedures. These have been improved significantly and the school now has a detailed, accurate picture of how well individual pupils are doing and what each needs to do next. Care is taken to ensure that pupils who could fall behind in any area are quickly guided and supported. As a result, standards are rising.

12.7 The effective partnership of the headteacher and deputy headteacher ensures that staff work effectively as a team and that there is a good capacity to improve. The school improvement plan reflects the commitment of everyone to raise standards and the quality of education further for all pupils. Senior managers regularly monitor the quality of teaching and learning and other aspects of school life. Subject leaders are rapidly developing their involvement in the process. The school is well resourced with computers and these are used effectively to support pupils' learning. The governing body has a high level of expertise and all governors are fully committed to helping the school to improve. They are successfully developing their role in helping the school to monitor its effectiveness.

12.8 **Effectiveness of the Foundation Stage**

Grade: 2

Children get off to a good start in the Foundation Stage and achieve standards that are above those expected in all areas of learning by the end of their Reception year.

As a result of effective teaching, children make good progress in all areas of learning and settle well into the calm, well structured environment. In the spacious Nursery class, children enjoy the exciting, practical activities provided for them such as building animal shelters and joining materials with sticky tape, glue or split pins. Stimulating learning activities and the close support of adults in the calm learning environment effectively promote children's speaking and listening skills. The Nursery outdoor area is being developed but children do not have the same high quality activities planned for them outdoors as they do indoors.

12.9 Children in Reception are equally keen to take part in the good range of exciting learning activities provided for them. However, the Reception classroom is smaller than the Nursery and accommodates 45 children, which is the equivalent to one and a half classes. This results in overcrowding and a very busy learning environment with pressure on space for activities such as construction and role play. Boys, for example, did not have enough floor space to build their models. It is a credit to staff that they compensate so well for the lack of space. Pressure is eased a little when groups go outdoors to build an obstacle course or work on the

floor in the corridor outside the class. The Foundation Stage is well managed with staff working effectively as a team to meet the needs of the children in their care. Sensitive care, support and guidance underpin the development of children's good personal and social skills and their growing ability to be independent. This is seen in how well children, including those who require extra support, manage to concentrate and enjoy their learning even though they have so much happening so close to them.

12.10 **What the school should do to improve further**

- Increase the proportion of pupils at Key Stage 1 who attain above average standards in reading, writing and mathematics.
- Ensure that children in Reception have enough space indoors to enjoy creative and role-play activities.

13 Guiseley Infant and Nursery School (March 2008)

13.1 **Grade: 3**

This is a satisfactory school which is improving quickly, especially now that the headteacher is back in post. It is the headteacher's drive and determination that have galvanised staff and governors in pursuit of better academic achievement. There are good features of the school, notably in pupils' personal development and a recently reinvigorated curriculum. The precise and influential school self-evaluation, a close working relationship with parents and links with the local community help to maintain these good features.

13.2 Pupils' achievement is satisfactory. Teaching is satisfactory in its overall effect on pupils' progress, but where there are good aspects these are promoting faster progress in some areas of the school. This has been assisted by the appointment and induction of new staff, which has been managed well to capitalise on their fresh ideas in speeding up pupils' progress, for example, in Year 2, sharing the purpose of lessons with pupils and encouraging them to judge how well they are doing towards achieving it. This greater responsibility for their own progress is making some pupils learn at a faster rate. However, there are some lessons in which pupils are more passive partners in the process of learning because objectives and targets are not discussed often enough

13.3 Children enjoy school a lot. They love helping out by being 'playground pals' or school council members, for example. Older pupils are very proud when they eat their lunch in a newly equipped room off the main dining hall, which has been painted with a space theme mural. This makes them feel special, which is a tribute to the sensitive care and support they receive. Learning has recently become more fun because the curriculum has been re-planned to emphasise play and hands-on activities. These changes appeal greatly to boys, but also advantage girls. Children behave sensibly in class and around school, so that they all feel safe. They know all about eating healthily, taking exercise and drinking enough water. Older pupils sound very knowledgeable when talking about these matters

13.4 Standards by the end of Year 2 are average in reading, writing and mathematics. The school knows that pupils could reach higher standards; its plans for development are geared towards this end. There are already signs of improvement. Standards are rising in reading owing to the successful implementation of the new national advice of teaching letters and their sounds. In mathematics and writing, some pupils' progress is improving faster than others because teaching in some classes is better at setting them challenging targets

through discussion and marking. Elsewhere, pupils have objectives to aim at, but these are not linked closely enough to the criteria which show how pupils could move up to the next level in their learning. As a result, the quality of care, guidance and support is satisfactory overall rather than good, as the general level of care would suggest.

13.5 Since the last inspection, governors, members of the leadership team and subject leaders have all become far more involved in making plans, improving resources and gathering information about what goes on in the school. They have identified the need to improve the use of that information to evaluate the use of resources and the impact of their plans to raise the levels of pupils' achievement. There has not been time, since the return of the headteacher, to fulfil this ambition; it remains an important area for development. However, the improvements in reading; the curriculum; teaching in some classes; and in shared leadership all demonstrate the school's good capacity to continue with its improvements. The prevailing opinion among parents is that this is a successful school, which is improving all the time. A typical comment such as, 'The school fosters an atmosphere where children are valued and learn to value others,' demonstrates how the school is well regarded in the community.

13.6 **Effectiveness of the Foundation Stage**
Grade: 3

Children make satisfactory progress and attain in line with national expectations at the end of their Reception year. This sound achievement is beginning to improve due to changes put in place this year. Sound leadership from the deputy headteacher is beginning to make a difference to the organisation and management of learning. The provision for outside play in the Nursery, for example, has become more demanding on children's physical skills and their imaginations. Furthermore, opportunities for learning through play have increased in Reception. This has caused an improvement in children's ability to talk about what they are doing, which in turn influences their progress overall. Staff work closely with parents to devise an appropriate programme of activities for children. Sound teaching is being improved to include more frequent direct teaching of children individually and in small groups. Teaching is now satisfactory with good features in these respects. The assessment of children's learning is adequate but the school knows that not enough close observation of learning takes place. However, staff are already working hard to improve this aspect of their practice

13.7 **What the school should do to improve further**

- Increase pupils' rate of progress and raise standards, particularly in writing and mathematics to match the current progress in reading.
- Improve teachers' marking and target setting to make all pupils more aware of, and involved in, their next steps in learning.
- Develop the responsibility for evaluating pupils' learning and the work of the school in governors, the leadership team and subject leaders.

A small proportion of the schools whose overall performance is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted Inspector before their next section 5 inspection

14 **Hawksworth Wood Primary School (February 2008)**

14.1 **Grade: 2**

Hawksworth Wood Primary is a good school providing good value for money. The

school is a happy place where pupils enjoy their education and are keen to learn. A strength of the provision is the way in which the school includes and cares for all pupils. Parents understandably say, 'The school provides a secure, safe and very caring environment for all children.'

- 14.2 Children achieve well from their low starting points in the Reception class, where they receive a good quality of education. They settle well and make good progress, particularly in reading and writing. However, by the time they reach Year 1 standards remain below those typically expected. All pupils achieve well overall as they move through Years 1 to 6 but their rates of progress vary from year-to-year. This is because the quality of teaching and learning is not consistent and ranges from satisfactory to outstanding. In some lessons teachers do not provide appropriate work that engages and challenges the differing abilities in the class. This means that the pupils, particularly the higher attaining pupils, do not always learn as well as they should.
- 14.3 Pupils' achievements in mathematics and reading have improved since the last inspection so that they reach standards that are close to national averages by the end of Year 6. This is because the school has given priority to raising standards in these subjects. Initiatives are in place to raise pupils' standards in writing and science, but these are at an earlier stage of development. However, targets for the current Year 6 are more challenging than previously and pupils are working well to achieve them.
- 14.4 The school is well led and managed. The headteacher provides good leadership and vigilantly ensures high standards of care for all pupils. Effective staff training is improving teaching and ensuring that new initiatives bring about sustained improvement. The headteacher keeps a careful eye on pupils' progress. This has pinpointed the need to improve the standards of higher attaining pupils, particularly in science and writing. The school invests in an above average number of additional teaching and support staff. This provision, however, is not consistently used to best effect in all classes to support the needs of all groups of pupils. The school has a speech and language unit and shares its site with a Children's Centre. Effective links between these agencies are giving pupils the support they need to thrive and achieve well.
- 14.5 The school's pastoral systems are outstanding and the academic guidance and support pupils receive is good. Attendance levels are broadly average and have improved since the last inspection. Pupils behave well because adults in the school encourage them to be courteous and polite. Relationships are strong, promoting a harmonious school. Pupils' personal development and well-being are good because the school places importance on these areas. Pupils have a good awareness of the benefits of taking frequent exercise and eating healthily. The curriculum is good and is enriched by an interesting range of visitors and visits which add excitement to pupils' learning. Pupils achieve particularly well in information and communication technology (ICT), using the plentiful resources to support their learning in many curriculum areas.
- 14.6 **Effectiveness of the Foundation Stage**
Grade: 2
The quality of provision in the Foundation Stage is good, as are the leadership and management. Children start school with skills that are well below those expected for their age. Effective links created with the Children's Centre enable children to settle quickly. High standards of care ensure that children are safe and happy. An

effective programme for teaching letter sounds is leading to good achievement in children's reading and writing. Children are now better prepared in literacy skills and this is helping the school to raise standards in writing. The quality of planned activities is good, but learning is sometimes less effective when children make independent choices, for example, in the role play area. Children are enthusiastic learners and behave well. This is because the curriculum is interesting, with a good emphasis on investigation of the natural world. Parents and carers have good opportunities to share in their children's learning.

14.7 What the school should do to improve further

- Raise standards in science and writing throughout the school, especially for higher attaining pupils.
- Ensure that teaching is consistently good in all lessons to successfully engage and challenge pupils to improve their learning.
- Make sure the additional teachers and support staff are used consistently and to best effect, across all classes, to support all groups of pupils.

15 Kerr Mackie Primary School (January 2008)

15.1 Grade: 3

This is a satisfactory school. The headteacher and deputy headteacher, assisted by governors, are providing effective leadership and steering the school towards the next phase of development. The management of the school is satisfactory. Team leaders' and curriculum coordinators' roles in relation to monitoring pupils' learning and checking standards in their areas of responsibilities are insufficiently developed. Achievement from entry to the Nursery to the end of Year 6 is satisfactory. Standards of the present group of pupils in Year 6 are broadly average. Children do not make good enough progress in the Foundation Stage (Nursery and Reception). However, pupils' progress speeds up from entry to Year 1. Overall pupils make good progress from Years 1 to 6.

15.2 The quality of teaching and learning ranges from satisfactory to outstanding in Years 1 to 6 and much of the teaching is good. Relationships are harmonious between pupils and between pupils and staff. Teachers manage behaviour well in the classroom though a few pupils find maintaining high standards of behaviour difficult at lunchtimes and playtimes. A calm working environment is apparent in older year groups. These pupils enjoy discussing their work with partners and expressing their views in whole-class discussions. This assists their good pace of learning. Racial harmony is particularly impressive and pervades the school.

15.3 Pupils with learning difficulties and/or disabilities are fully included in all aspects of school life. Those with profound disabilities flourish in the caring and supportive atmosphere because of the help they receive from adults and other children. In turn, they add much to the life of the school.

15.4 The pace of change has been brisk during the past year. Teachers are becoming increasingly more accountable for the progress of pupils in their classes. The recent development of a computerised system to track pupils' progress is helping the staff to set challenging targets for pupils in each year group and for teachers and the leadership to check accurately the progress of all groups of pupils. Parents' views of the school are mixed. Most parents are highly supportive of the school, although a few have concerns.

15.5 The leadership has an accurate grasp of the strengths of the school and what it

must do to improve. It is too soon to assess the impact of the many well founded and necessary initiatives already put in place to improve the school.

15.6 **Effectiveness of the Foundation Stage**

Grade: 4

Provision in the Foundation Stage (Nursery and Reception) is inadequate. Children have a poor start to their schooling because the teaching is not good enough to stimulate and interest children sufficiently to move their learning on at a fast enough pace. Children join the school with a wide range of skills which are overall about average. Limited attention is given to planning for their diverse needs or accurately recording and checking their progress. As a result, children do not achieve as well as they should. Standards in Reception are overall below expectations, particularly in some aspects of personal, social and emotional development, communication, language and literacy, and mathematical development. Over several years, by the end of Reception there have been marked differences in the progress and standards of children coming from similar starting points. There is a lack of purpose in activities that are not directly led by teachers or teaching assistants. The pace of learning is too slow and there is too much wasted time. Outdoor activities are not used sufficiently to initiate, consolidate, enrich or extend learning. Behavioural strategies are insecure, resulting in children flitting from activity to activity, on occasions running around the classroom and climbing on furniture and not being actively involved in learning.

15.7 Shortly after taking up his appointment, the headteacher identified the weaknesses in the Foundation Stage and has taken steps to improve provision. The headteacher, fully supported by the governing body, has put in place an action plan to improve the provision. A new electronic system to track children's progress has been developed and recently implemented and is beginning to provide more worthwhile data to replace the previous uninformative systems. The actions taken by the headteacher and governors provide a platform for improvement. However, much remains to be done to provide an acceptable standard of education for children in this part of the school.

15.8 **What the school should do to improve further**

- Improve teaching and learning in the Foundation Stage.
- Develop the leadership and management roles of team leaders and curriculum coordinators.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

16 **Moor Allerton Hall Primary School (November 2007)**

16.1 **Grade: 3**

Moor Allerton Hall is a satisfactory school that has some good features. It offers satisfactory value for money. Parents value the good quality care their children receive and the strong community ethos. It is reflected in the comment, 'all cultures and faiths are made to feel comfortable and valued'. The successful partnership with parents has resulted in the establishment of classes to inform parents how best they can help and support their children's learning. A typical comment shows parents' appreciation, 'it helps me help my son'. The well kept building and grounds form an attractive, interesting learning environment. In corridors and the main hall, lively, thought-provoking displays reflect the high quality of pupils' artwork.

- 16.2 Overall, pupils' achievement is satisfactory. Children's skills on entry to the school are below those expected for their age. By the time they reach Year 6, standards are broadly average in English and science, but below average in mathematics. There have been significant recent improvements in pupils' achievement and standards in English. This is because the information gained from careful and systematic checks on pupils' progress in the subject is used effectively to challenge pupils at the appropriate level.
- 16.3 Pupils make satisfactory progress in improving their personal skills. Although behaviour is satisfactory, there is insufficient rigorous control in some lessons to completely eliminate low levels of disruption. At times, this results in insufficient progress for a small number of pupils, often boys. Pupils have a good understanding of how to lead a healthy life. They have a satisfactory appreciation of how to stay safe. Pupils enjoy school visits, with residential visits being very popular and much appreciated by them. They eagerly grasp opportunities to contribute to the school and local community. These add well to their experiences and prepare them adequately for the next stage of their education and later life.
- 16.4 Pupils make steady progress overall because teaching and learning are satisfactory. Even so, in some lessons pupils are insufficiently challenged. This is because not all teachers effectively use the information they have about pupils' progress to set tasks that closely match the individual needs of pupils. This is particularly the case in mathematics, which has led to pupils' weaker achievement in this subject. Where relationships are good and learning is fun, pupils try hard to please the staff. Teachers make good use of resources, including interactive whiteboards, to motivate pupils and to help them concentrate. Pupils have responded enthusiastically to recent changes in the curriculum, in which there are stronger links between subjects and a more effective use of events and themes. These recently introduced strategies have had a positive impact on raising achievement.
- 16.5 Staff take good care of pupils and, consequently, most pupils enjoy school and settle to their work. Pupils are well supported by staff. This includes effective support for vulnerable pupils, those with learning difficulties and/or disabilities and those who speak English as an additional language. There is valuable information about pupils' progress provided by the effective checking systems. This is not always consistently used in all lessons to set work which challenges all pupils or to show pupils, through marking and setting targets for them, how to improve.
- 16.6 Leadership and management are satisfactory. The school has correctly identified where it needs to improve. But, as yet, it does not thoroughly evaluate the impact of strategies put in place to raise achievement, improve standards and to enhance the quality of teaching and learning. As a result, there is considerable variation between classes in these areas of the school's work. Governance is satisfactory. Despite their commitment to the school, governors are not involved enough in checking the progress the school is making and adding to the drive for school improvement.
- 16.7 **Effectiveness of the Foundation Stage**
Grade: 2
Provision in the Foundation Stage is good. Children and their families benefit from the good care and support they receive to ensure children settle quickly when they start school. Very good indoor provision is complemented by modest outdoor

equipment to provide children with a range of experiences to encourage their curiosity and interest across all areas of learning. Over half the children start Nursery with very little English. A small number, frequently boys, have difficulty socialising with each other. Staff speedily and accurately assess children's skills and then match activities well to their needs. As a result, children of all abilities make good progress. In Reception, strong emphasis is placed on improving children's speaking and listening skills and on laying the foundations for successful writing. However, there are times when a small number of children would benefit from even more emphasis on developing better self-control. By the end of Reception, children's knowledge and skills are below those typically seen, with about only one third reaching the level expected for their age.

16.8 What the school should do to improve further

- Improve achievement and standards in mathematics throughout the school.
- Set up rigorous systems to ensure that all teaching is of good quality.
- Improve the quality of teachers' marking and target-setting to ensure that pupils know exactly what they need to do to improve the quality of their work.

16.9 A small proportion of the school whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

17 Oakwood Primary School (January 2008)

17.1 Grade: 3

This is a satisfactory school with some good features. The Foundation Stage is outstanding. The passion of the headteacher is reflected in Oakwood's very strong and caring community ethos. The satisfactory leadership is well supported by a committed team of staff and governors. Parents are overwhelmingly supportive and really appreciate the care and support shown by staff. The comment, 'I feel at ease with school, I can approach staff with any concerns' reflects their views because the school has successfully earned their trust and respect.

17.2 Overall, pupils' achievement is satisfactory. Children mostly enter the Foundation Stage with skills well below those expected for their age. Despite the flying start in the Foundation Stage, the rate of progress is not sustained, particularly in Years 3 to 6. By the time pupils reach the end of Year 6, standards though improving in all subjects are exceptionally low, especially in mathematics and science. Sustained gains in achievement in English are the consequence of strategies more closely tailored to fit the needs and abilities of pupils. Rigorous scrutiny of the impact of new strategies and careful checking of pupils' progress is leading to more challenge in lessons.

17.3 Pupils' personal development and well-being are good. Pupils behave well, act safely and responsibly and are keen to learn. Great emphasis is placed on friendship and respect for each other. Staff, family support and welfare personnel work hard to improve attendance. However, the rate of absence is high, reflecting the few families who do not cooperate fully with the school and families who leave without notice. Good care results in pupils settling quickly when they first arrive, adding to their enjoyment of school life. Although some guidance is given to pupils on how to improve their work, they are often unclear as to exactly how they are doing and what they need to do to improve.

17.4 The quality of teaching and learning is satisfactory. At times it is good but variations

in approach undermine the overall quality. Some lessons do not provide sufficient interest and challenge to enable the pupils to make the best possible progress.. Too few opportunities are provided for independent and group work. In the best practice, pupils know what they are intended to learn and teachers make sure that their learning is checked during the lesson. The curriculum adequately meets the needs of the pupils. The pupils have responded well to new strategies to improve their literacy and numeracy skills and this is helping to raise the rate of progress. However, not all fresh approaches are fully embedded in teaching and learning.

17.5 Leadership and management are satisfactory overall. The school has correctly identified the main priorities to raise achievement and standards, although judgements made are generous. Systems have been put in place to rigorously monitor and evaluate the school's work. As a result, elements of good practice are now being systematically shared among staff, but approaches in the classroom still lack consistency. Progress since the last inspection and the capacity for further improvement are satisfactory.

17.6 **Effectiveness of the Foundation Stage**
Grade: 1

The outstanding provision in the Foundation Stage is the outcome of the headteacher's clear, shared vision for learning in the early years. On entry to Nursery almost all children have very weak language and personal skills, well below that level expected for their age. Close to half are at a very early stage of learning English as an additional language and a small number are from families newly arrived in the country. There is a calm, caring and supportive atmosphere for families. Children thrive in classrooms that provide rich, inspirational surroundings in which they can express themselves. This adds to their enjoyment and keenness to confidently explore their environment. Early, careful assessment of need leads to structured learning of essential skills. Children are taught to listen carefully to staff and each other, share ideas together and work independently. Excellent teaching along with highly effective classroom support and intervention result in very rapid achievement. This includes those children with learning difficulties and/or disabilities, those new to English and those who arrive at short notice. Almost 40% reach the expected level for their age by the end of the Reception year.

17.7 **What the school should do to improve further**

- Raise standards in mathematics and science through a relentless focus on achievement in all teaching and learning in Years 3 to 6.
- Ensure that all pupils are given clear guidance on what they must do to improve their work.
- Work with families to improve attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

18 **Oulton Primary School (February 2008)**

18.1 **Grade: 2**

Oulton Primary is a good and improving school. Central to this improvement has been the focus on the school's motto, 'Thinking for ourselves and caring for each other'. Pupils are articulate, feel valued and are given opportunities to take on responsibility. When asked to describe the school, pupils commented, 'It is like a big community', 'a kind and friendly school', 'a school where we care for each

other'. The overwhelming majority of parents are also very positive about the school. Their views are captured by the comment, 'A fabulous community spirit about the school. A real caring ethos – wanting the best for every child.'

- 18.2 Pupils achieve well during their time in school. Standards, following a decline in recent years, are now improving and are in line with those seen nationally at the end of Year 6. This represents good progress in the light of the below average attainment on entry to Year 1. Children get off to a good start in the Foundation Stage, because of the good teaching, well thought out curriculum and the good care and support they get from adults. Although progress in Key Stages 1 and 2 is good overall, it is not uniform from year to year. Likewise, progress in all subject areas is not uniform, with mathematics less strong at the end of Year 2. This is because of the limited opportunities for problem-solving.
- 18.3 Throughout the school, pupils' personal development, including their spiritual, moral, social and cultural development, is good. They have good relationships with teachers, behave well and work well together in class. They have an excellent understanding of the importance of being healthy; they feel safe, and know that their opinions and views are valued. They show high levels of self-confidence and enjoy school. Pupils do equally well, regardless of their background or ability. All pupils receive good care, support and guidance, including the many pupils who enter school at various times throughout the year. The curriculum is good and tailored well to the needs of all pupils. The overall quality of teaching and learning is good, but in a minority of lessons the pace of learning is too slow and there is a lack of challenge. Teaching assistants are used well to support pupils with learning difficulties and/or disabilities and those pupils for whom English is not their first language.
- 18.4 The school has undergone a considerable change in its pupil profile, following the closure of a neighbouring school in 2004. This has presented the school with challenges which it has had to work hard to overcome. The headteacher and her senior management team, strengthened by new appointments, have managed the changes well and brought about many improvements by some carefully thought out strategies. For example 'Big Writing', with its focus on weekly assessment and personalised targets, has brought about improvements in English. However, improvements in other areas have not yet had a significant impact. Development planning does not focus precisely enough on a whole-school approach. The school acknowledges this and is working to redress the issue. Governors provide effective support for the school, particularly in managing change and providing challenge. The school is not complacent and there is a common purpose among staff in wanting to raise standards and provide the best possible education for the pupils.
- 18.5 **Effectiveness of the Foundation Stage**
Grade: 2
Parents recognise and appreciate the good quality of provision in the Foundation Stage and the fact that children get off to a good start in school. The attractive surroundings, happy atmosphere, approachable staff and good relationships with parents ensure that children feel safe and secure. Many children enter the Nursery with skills and knowledge that are well below those expected for their age. By the time they join Year 1 standards have risen, but are still below average. They make good progress in the Nursery and Reception because there is well focused support for groups and individuals, with a strong focus on practical activities, language, and personal, social and emotional development. Leadership of the Foundation Stage is good and the teamwork of staff is strong. Teachers plan well together to create a

curriculum that is well designed to meet the needs of all children and to stimulate their interest. Children are given encouragement to explore the world around them and to develop their independence. This is seen to particularly good effect in the outdoor space, which is used well. There is a good balance of teacher directed activities and independent activities. The focus on personal and social development and language skills encourages self-esteem and provides a firm foundation for the next phase of learning. There are occasions in mathematical development, however, when children in Reception could be given greater challenge in their independent work.

18.6 What the school should do to improve further

- Raise attainment in mathematics in Years 1 and 2, particularly in relation to problem-solving.
- Improve the quality of teaching so that it is all at least good, particularly with regard to pace and challenge.

19 Quarry Mount Primary School (March 2008)

19.1 Grade: 3

Quarry Mount primary is an improving school that provides satisfactory value for money. Pupils' achievement is satisfactory and they reach standards that are below the national average by the end of Year 6. The majority of children have exceptionally low language and communication skills when they enter the Reception class where they make satisfactory progress, although most are still below national expectations by the time they enter Year 1. They continue to make satisfactory progress through Key Stage 1 where standards in reading, writing and mathematics have remained well below average for several years. Following recent initiatives by the school, standards in English and mathematics by the end of Year 6 improved in 2007.

19.2 A significantly caring family ethos is the clear foundation stone of this school and it has a positive impact on pupils' attitudes, contributing well to their personal development and well-being which is good. Attendance has improved since the last inspection indicating an increase in pupils' enjoyment. The school council work very hard and are busy conducting a pupil/parent survey on travelling to school by bicycle. The quality of teaching and learning is satisfactory overall. In the best lessons, pace and challenge are evident and pupils are encouraged to take increasing responsibility for their own learning. However, some teaching is not sufficiently rigorous or focused on attaining high levels of learning and progress. The curriculum provides a satisfactory input to pupils' learning and is well supported by a number of extra-curricular clubs and activities. The school successfully meets the pastoral and self-esteem needs of vulnerable pupils. They are exceptionally well supported by the teaching and support staff, including the dedicated members of the supportive pupil development centre. Pupils with learning difficulties and/or disabilities make satisfactory progress because there is an accurate match of provision to their individual needs. The academic guidance given to pupils to ensure they are consistently aware of what they need to do to make progress is improving but is not yet fully in place and effective across the whole school.

19.3 Leadership and management are satisfactory and the interim headteacher has worked hard, with the united support of all staff and governors, to begin to turn the school around after a turbulent period in its history. A permanent headteacher has been appointed and will start after Easter. The school is aware of its strengths and

areas for development and a number of new initiatives have recently been introduced to improve the monitoring and tracking of pupils' progress. Although there have been some early signs of improvement in achievement and standards, it is too early to judge the longer term impact of the recent changes made both to management systems and to staffing. Governors are playing a key role in helping to guide the school towards full recovery from its recent difficulties. The recent improvements and clear understanding of how well the school is doing demonstrate satisfactory capacity to improve

19.4 **Effectiveness of the Foundation Stage**

Grade: 3

The provision for children in the Reception class is satisfactory, and they make satisfactory progress. When children join this class from the adjacent Nursery, their language and social skills are significantly below what would be expected for their age. The school recognises this and has put in place a range of activities which are carefully planned to enable children to make progress in acquiring these skills. The Reception teacher has established systems for regularly measuring the progress of all children, and this information is used to plan activities that best meet the needs of each individual child. The lack of space in the Reception classroom and the way in which the provision is currently organised with its very close yet separate managerial links to the Nursery unit, does not always enable children to gain maximum benefit from this provision. Despite the difficulty of access to the outdoor area, brought about by the complex layout of the joint Foundation Stage unit, the outdoor facilities are generally used to good effect, particularly when delivering a lesson with a mathematical theme. By the time children leave the Reception class their achievement has been satisfactory in most areas of their learning, but standards are still below what is expected for their age, particularly in language and social development.

19.5 **What the school should do to improve further**

- Improve achievement and raise standards in English and particularly science at Key Stage 2, and in reading, writing and mathematics at Key Stage 1.
- Improve the quality of teaching and learning across the whole school so that all lessons are engaging and consistently focused on learning.
- Improve the consistency and accuracy of academic guidance so that all pupils know how well they are doing and how to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will have a monitoring visit by an Ofsted inspector before their next section 5 inspection.

20 Primrose Lane Primary School (December 2007)

20.1 **Grade: 2**

Primrose Lane is a good school in which pupils achieve well. When asked if they enjoyed school pupils of different ages were in full agreement: 'I love it. It is really good.' Most parents hold very positive views of the school. 'It is easy to pick up the warm, happy atmosphere.' was a typical comment and one which the inspector fully endorses.

20.2 Children enter Nursery with skills that are generally above those expected for their age. They make good progress throughout the school to attain standards that are usually significantly above average by the end of Year 2 and Year 6. Uncharacteristically, Year 6 pupils under-achieved in the national writing tests in

2007. A lack of progress, particularly amongst the boys, was not identified early enough. This, combined with a cohort of pupils that had historically been lower attaining than is the norm for the school, resulted in a fall in standards in English to a broadly average level. Detailed evaluation has enabled the school to put stringent measures in place to avoid this happening again. Teaching has been strengthened, procedures for assessing writing skills tightened substantially throughout the school and management strategies improved to pick up the first signs that something is amiss. As a result, pupils' progress is accelerating and standards in writing are climbing. Efforts to increase boy's interest in writing are starting to pay dividends and, while an attainment gap remains, both boys and girls are making good progress.

- 20.3 In contrast, standards in mathematics for this same group of pupils were above average in 2007 at the end of Year 6. This was brought about by well executed developments which focused sharply on increasing pupils' skills, particularly those needed to solve mathematical problems. After missing its targets for Year 6 pupils' performance in English in 2007 but achieving them in mathematics, the school has set very challenging targets in both subjects for 2008 and is working hard to achieve them.
- 20.4 Pupils' horizons are broadened exceptionally well through a number of excellent initiatives. Year 6 pupils were particularly enthusiastic about an assembly in which the headteacher had explained the school budget to them and helped them realise what influences financial decisions. They were then able to apply this to school council spending and a bid for funds for playground development. Pupils' very thoughtful appreciation of such matters demonstrates their very good level of maturity. Their preparation for future learning and life is extremely good. Pupils' behaviour is exemplary. The pleasant way in which they spontaneously welcome visitors to the school clearly demonstrates their very good manners and high self-confidence. Pupils do occasionally fall out but say that, 'Teachers quickly sort things out.' Pupils agree that if they have a problem or concern they can readily approach a member of staff and get the help they need. They recognise fully the importance of eating a sensible diet and many pupils are very eager to take regular exercise.
- 20.5 Pupils show very positive attitudes to learning and respond very well to the good teaching they receive. They pay close attention in class and try hard to produce work of a good quality. Teachers organise lessons thoroughly, give clear instructions and make full use of interactive whiteboards to aid pupils' understanding and add interest. Praise is used regularly to acknowledge a good contribution to the lesson and the rewards pupils receive raise their self-esteem. Most lessons have a good pace and engage pupils effectively. On occasions, the activities provided are not matched fully to pupils' needs. When this happens progress slows and some pupils are not challenged enough. Although the school has identified this as an area for development, further improvement is needed.
- 20.6 The curriculum is wide ranging and frequent visits to places of educational interest enrich pupils' experiences. The school has recognised the need to strengthen aspects of the writing curriculum and this is a focus of current development. French is much enjoyed by pupils, 'because we get to play lots of fun games'. Music and the arts play an important part in pupils' learning and the school is decorated with the many attractive pictures pupils have drawn or painted. Many of these have a multicultural element and show pupils' appreciation of cultures other than their own. Pupils enjoy the many clubs and extra-curricular activities that the school provides

which effectively extend their learning and skills.

20.7 Procedures for safeguarding pupils meet requirements. Staff pay close attention to pupils' care and well-being. Systems for supporting pupils with learning difficulties and/or disabilities function effectively. As a result, these pupils make good progress and are able to participate fully in all activities. From a young age the school involves pupils in assessing their own progress. They take immense pleasure in recording their achievements in their 'Next Steps' books and evaluating how well they are doing for themselves. Pupils are given a detailed understanding of what to focus on next in order to improve in mathematics but are far less clear about how to improve their writing.

20.8 The school is led with a very clear purpose and vision. Comprehensive systems are used to check how well the school is performing and to generate priorities for development that accurately reflect its most pressing needs. Governors fulfil their statutory responsibilities well and play a full part in supporting and monitoring the school's work. The headteacher has led developments very effectively and the strategies that are now in place give the school a good capacity to improve in the future. The school makes a valuable contribution to the local community with a range of popular facilities, including family learning days, drop in sessions for parents and a support group for the parents of children with learning difficulties and/or disabilities.

20.9 **Effectiveness of the Foundation Stage**
Grade: 2

Many children enter Nursery with skills and knowledge that are wide-ranging but generally above what is typical for their age. They are taught well in the Foundation Stage and make good progress. By the end of Reception most children meet the targets set for their age and a few have moved beyond them. Children behave well and work and play happily alongside others. They speak confidently and make a secure start along the path to effective reading and writing. When they first enter the school, children's mathematical development is often behind that of other areas. Well planned and interesting activities such as weighing out ingredients for baking, sorting buttons by colours and constructing Christmas pictures using geometric shapes, accelerate learning. As a result, by the end of Reception children's mathematical attainment often matches that in the other areas of learning. Lessons are planned well and make full use of the colourful and stimulating facilities, both in and out of doors. The Foundation Stage is managed well. Children's development is assessed and checked regularly and they progress smoothly through Nursery and Reception.

20.10 **What the school should do to improve further**

- Ensure that at all times pupils of differing abilities have work that is closely matched to their learning needs.
- Ensure that pupils have a clear understanding of what they need to do to improve their writing.

21 Raynville Primary School (March 2008)

21.1 **Grade: 2**

This is a good school that offers outstanding pastoral care and support for pupils and their families. It has an accurate view of its effectiveness and provides good value for money. The outstanding partnerships fostered beyond school make a significant contribution to the high quality of education on offer. A very strong sense

of belonging to, and contributing to, the school and local community is at the very heart of the school, along with a determination to raise pupils' aspirations for a brighter future. As a result, pupils achieve well and make good gains in their personal development. They are happy, feel safe, and are very aware of how to keep healthy. Pupils' good personal development helps them to grow in confidence and mature into responsible young adults, well prepared for secondary education. Parents and carers think very highly of the school. 'One hundred percent support is offered to help both me and my children,' typifies their appreciation of the school's work.

21.2 As a result of good quality teaching and learning and a good curriculum most pupils make good progress from their well below average starting points. This is especially so for pupils between Years 3 and 6, those with learning difficulties and/or disabilities, and those with social and emotional needs. Standards reported in 2007 at the end of Year 6 were below average but in the last few years standards have been rising steadily. More rigorous tracking of pupils' progress, higher expectations, well tailored support programmes and an increasing range of stimulating, practical and enriching learning experiences are all contributing to this improving picture. However, these positive aspects are not always offered consistently across classes, particularly in Years 1 and 2. As a result, learning in these years does not push forward at the same good rate.

21.3 The headteacher has a very clear vision of where the school is heading and a determination to make certain that it gets there. She has earned the full support of staff, leaders, managers and governors, who work closely together. They successfully enlist the help of parents, carers and the local community in order reach their goals. Standards are rising and the school remains clearly focused on continuing this improving trend. The steps needed to do so are carefully chosen and well planned. As part of this, a clear structure for leadership and management to take the school forward has been established. Middle leaders have taken on their roles with enthusiasm, including the many opportunities they have for further training. However, they have yet to develop their skills fully, particularly in relation to checking the school's performance, contributing to self-evaluation, improving provision and raising standards. Nevertheless, good improvement since the previous inspection gives the school a good platform upon which to build even further in the future.

21.4 **Effectiveness of the Foundation Stage**
Grade: 2

When children start Nursery, their skills are well below those typical for their age. Their communication, language and literacy skills are often particularly weak. A very warm and caring setting, consistently good teaching and a well adapted curriculum that boosts learning where it is needed most, all contribute to children's good progress. When they transfer to Year 1, children's skills are below those expected nationally. An increased emphasis on improving children's communication and language skills is starting to pay dividends. Offering reading workshops, where staff encourage parents and children to enjoy books together, typifies the commitment to encouraging parents to help their children at home. Children's personal, social and emotional skills develop at a rapid pace. This is because adults make the most of every opportunity to ensure that children learn to get along well together, grow in confidence and become independent learners. Practical, lively and exciting activities take good account of their varying needs. As a result, children know that learning can be fun, and they become thirsty for more. Following a period of staffing instability, the Foundation Stage leader has

successfully developed her new team, and children's progress has recently accelerated. Staff watch over children's progress carefully and work together closely to push learning forward even further. They know that their next step is to make even greater use of the outdoor classroom.

21.5 **What the school should do to improve further**

- Bring about greater consistency in the quality of teaching, learning and the curriculum in order to speed up pupils' progress, particularly in Years 1 and 2.
- Develop the skills of middle leaders, so that they play a greater role in finding out how well the school is doing, influencing the way forward and raising standards.

22 **Morley Victoria Primary School (November 2007)**

22.1 **Grade: 1**

Morley Victoria is an outstanding school, providing outstanding value for money. It is a very happy and purposeful school that is extremely well thought of by pupils, parents and carers. Excellent partnerships demonstrate the keen sense of responsibility to ensure that the school and its pupils make a worthwhile contribution to the community. Since the previous inspection, the school has gone from strength to strength. The impressive range of national awards demonstrates its success in raising academic standards and improving pupils' personal and social skills. Although the school has undergone significant staffing changes, the outstanding leadership of the headteacher, assistant headteacher, leadership teams and governors has minimised disruption to pupils' education. Their forward thinking, strategic planning, team building skills, and overriding emphasis on ensuring that pupils lie at the heart of everything that happens have steered the school successfully through many challenges. All staff are valued equally and professional development is high on the school's agenda. As a result, everyone plays a crucial part in ensuring an outstanding level of care and support for all pupils.

22.2 From their starting points in the Foundation Stage (Nursery and Reception classes), pupils' achievement is outstanding, and standards are consistently well above average by the end of Year 6. Although pupils' performance in previous years has been relatively better in reading than in writing and mathematics, firm action taken by the leadership has paid dividends and the gap has narrowed considerably. Inspection evidence indicates that pupils are on track to meet their very challenging targets and the school anticipates even better national assessment and test results this year. Pupils achieve so well largely as a result of very high expectations of pupils and staff. Learning targets for all pupils are realistically challenging and there is a strong sense of determination by teachers to ensure that pupils reach them. This makes teaching and learning outstanding, because staff are tightly focused on ensuring that pupils of all abilities, including those with learning difficulties and/or disabilities, do as well as they can. The approach to involving the pupils themselves in reaching their learning targets is inconsistent, however, and it does not include all subjects.

22.3 Everyone is inspired by the school's shared vision and there is a united and relentless quest to ensure that pupils' personal development and well-being are outstanding. Staff and governors leave no stone unturned when it comes to making sure that pupils receive a 'rounded' education. Consequently, pupils are very well prepared for secondary school and for becoming responsible adults in the future. The outstanding curriculum reflects pupils' need to learn and practise a wide range

of skills as well as basic literacy and numeracy skills. As a result, pupils' attendance is good and they say they thoroughly enjoy everything about school, including the many additional activities that enrich their learning. They talk with enthusiasm about their lessons and often follow up their learning at home. Pupils become increasingly thoughtful, sensible, caring and mature in their outlook. Older pupils talk about how gaining the Stephen Lawrence Award has made them more 'open minded' and explain the importance of living safe and healthy lifestyles. Pupils' behaviour is excellent because they understand why the school has such high expectations of them.

22.4 The school was rather modest in some evaluations of itself. Nevertheless, outstanding leadership and management give the school outstanding capacity to improve further.

22.5 **Effectiveness of the Foundation Stage**

Grade: 1

Although located in different buildings, the Foundation Stage is very much a part of the whole school. Children learn in a welcoming, happy and exciting setting that helps them to enjoy all their activities. As a result of informed and dedicated leadership and management and skilful teaching, children's achievement is outstanding. This enables them to start Year 1 with skills that are higher than expected nationally for their age. The school's recognition of the importance of getting children off to the best start possible, including learning to read, write and understand mathematics, is seen in day-to-day practice. Staff plan very carefully to ensure that children benefit from a thoughtful mix of learning in formal settings and by selecting their own activities, both indoors and outdoors. They make best use of the premises in order to put their plans into practice. Consequently, children settle quickly to learning and make rapid progress in their personal, social and emotional development. Staff take advantage of children's good speaking and listening skills to further children's development in reading, writing and mathematics. For example, children have many opportunities to talk about their learning with adults. Staff are very keen to keep abreast of national developments and practice already reflects anticipated changes.

22.6 **What the school should do to improve further**

- Ensure a consistent approach in all subjects to encouraging pupils to take more responsibility for reaching their learning targets.

23 **Rothwell Church of England Voluntary Controlled Primary School (November 2007)**

23.1 **Grade: 3**

Rothwell Church of England Primary School is a satisfactory school. The headteacher, senior managers and governors know the school's strengths and key priorities for development. The school provides a good curriculum. Visits, visitors, themed events, links with the local community and a good range of clubs provide significant enrichment. As a result, pupils like school, which is reflected in the above average attendance. Pupils have a good understanding of healthy lifestyles, are happy to shoulder responsibility and are soundly equipped for the next stage of their education. The high quality pastoral care is a strength of the school. The school is a safe and secure environment. It provides a caring place to learn and, as a result, pupils' personal development is good. Pupils with learning difficulties and/or disabilities and those with special talents are well supported. Parents have confidence in the school and believe that 'professional staff do a professional job'.

23.2 Leadership and management are satisfactory. The hardworking headteacher is well supported by the new deputy headteacher who is working increasingly effectively. Together they plan improvements which the deputy headteacher helps oversee. Data from tests are now carefully analysed, although the information gained is not yet used to best effect to help drive up standards and achievement. In addition, pupils' progress is being tracked more rigorously to help identify the rate at which pupils are learning and those who need extra support. However, these two initiatives have yet to make their full impact on school improvement. The school does not evaluate its effectiveness with sufficient accuracy at present. Initiatives to enable the supportive governing body to become better informed about the school's work are helping it to hold the school to account more effectively for its performance. Staff and governors who are working closely together are now addressing priorities for development more rigorously. This, together with the improvements seen since the last inspection, demonstrates that the school has a good capacity to improve.

23.3 Pupils make satisfactory progress as they move through the school. Children enter the Reception class with skills broadly as expected nationally for their age. Pupils reach standards that are broadly average at the end of both key stages. However, achievement is uneven because the quality of teaching and learning is too varied. Strengths in teaching include demanding tasks that challenge pupils, brisk pace, secure subject knowledge and good use of teaching assistants, which lead to pupils making good progress. Weaknesses include ineffective management of pupils' behaviour, time not used to best effect, and inappropriate levels of challenge, which results in some pupils making limited progress and not behaving well. Academic guidance is satisfactory, with some good practice. Nevertheless, the setting of targets to help steer pupils' learning and to tell them what they need to do to succeed is not consistent across the school. The marking of pupils' work does not always indicate the next steps in learning. As a result, pupils do not always know how well they are doing or what they must do to improve.

23.4 **Effectiveness of the Foundation Stage**
Grade: 2

Children enter the Reception class from as many as six different settings. They have a wide range of skills, knowledge and understanding which overall are broadly typical for their age. Staff work closely together to ensure that children are well cared for and supported. Increasing use is made of assessment to help track how well children are doing. There is a sound balance between organised activities and those initiated by children themselves, which aids learning.

23.5 Activities, such as the teaching of letters and sounds, are well organised and executed. As a result, children are interested and involved and make sound progress in language acquisition. Good teaching is reflected in secure relationships, effective management and careful planning, which provides for the regular use of the outside area. Children's views on learning are sought and valued. A celebration of cultural diversity can be clearly seen in the production of clay Diwali lamps. This also gave rise to discussion about 'smallest' and 'largest', showing how the different areas of learning are linked well to help bring learning to life.

23.6 **What the school should do to improve further**

- Use data analysis more effectively to help raise standards and achievement.
- Improve the quality of teaching, learning and behaviour management to match

that of the best practice.

- Ensure that all pupils know how well they are doing with their work and how they can improve.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

24 Seven Hills Primary School (January 2008)

24.1 Grade: 2

This is a good school with some outstanding features. It provides good value for money. The school's own evaluation of itself is accurate in almost all respects but the level of care, support and guidance is outstanding, rather than good as the school believes. This high level of support, guidance and care reassures pupils, builds their confidence and enables them to be successful. All clearly enjoy coming to school and have a good attitude to learning. 'We have great teachers.' was the view of the pupils in the school council. Equality of opportunity is outstanding enabling all pupils to achieve their potential.

24.2 Pupils make good and often very good progress as they move through the school. This is because underachievement is quickly spotted and appropriate action taken to improve pupils' progress. In the national tests for Year 2 in 2007, standards were above average in reading and average in writing and mathematics. This is partly due to the consistently good quality of teaching in the smaller than average classes in Years 1 and 2. The strong emphasis in learning letter sounds in Year 1 is also having a positive impact on standards in literacy. The weakest performance was in writing with relatively few pupils achieving above average standards.

24.3 In the 2007 national tests for Year 6, standards overall were average in mathematics and science but below average in English. Standards in writing again adversely affected the performance in English. Nevertheless, the school's data clearly shows that almost all pupils made at least good progress. Most achieved well in relation to their prior attainment and this is due to the good quality of teaching and learning and high quality of support and guidance for individual pupils. Pupils with learning difficulties and/or disabilities are particularly well supported by skilled teaching assistants. The good quality of teaching is directly responsible for pupils enjoying school so much and for them achieving as well as they do. Teachers' enthusiasm and the way learning is made fun, exciting and challenging are key strengths helping to create a purposeful atmosphere for learning throughout the school.

24.4 The specific needs of every pupil are carefully assessed using effective assessment procedures. The school now has a detailed, accurate picture of how well individual pupils are doing and what each needs to do next. A recent development is to involve pupils more in assessing their own progress and this is helping pupils to improve markedly as they are clear about what is expected of them. Care is taken to ensure that the more able are successfully challenged in each class and that pupils who may be underachieving in any area are quickly guided and supported. As a result, all pupils make at least good progress throughout the school.

24.5 Pupils' personal development is good and reflects their positive attitude towards learning and good behaviour. 'The amount of bullying is so small: smaller than

smaller than tiny.' according to the school council. Pupils clearly love coming to school and are extremely enthusiastic about their learning. Attendance is average and unauthorised absence has been successfully reduced by school initiatives which praise and reward attendance and punctuality. The Healthy School Award demonstrates pupils' secure understanding of how to live healthily. Community links are strong and pupils are exceptionally well prepared for their future as they learn by example from staff how to be kind, considerate and polite. All are proud of the Stephen Lawrence Award and good opportunities to develop cultural awareness equip them well for their future in multicultural Britain.

24.6 A lively curriculum, with an international flavour, links subjects imaginatively together so as to make learning relevant and fun for pupils. Pupils say that they enjoy the topics such as 'Chocolate'. Visits and an extensive range of activities further enhance provision. Computers are used effectively to support learning in most curriculum subjects.

24.7 Parents and pupils alike appreciate the outstanding level of care, support and guidance that the school provides. Systems are firmly in place to ensure health, safety and child protection. A very close check is kept on the welfare of vulnerable pupils and there are strong links with outside agencies to support this work.

24.8 Good leadership and management are driving the pace of change. The school improvement plan reflects the commitment of everyone to raise standards further, but there are too many priorities and some of these are not very precise. Nor is it made clear how the school will measure how successfully it has tackled these priorities. The governing body has a high level of expertise and governors visit often. Their role in helping to monitor school effectiveness is developing. Overall, the school has a good capacity to continue improving.

24.9 **Effectiveness of the Foundation Stage**

Grade: 2

The quality of provision in the Foundation Stage has improved significantly because of effective leadership and management. This has resulted in consistently good teaching enabling children to enjoy their learning in an attractive and exciting indoor learning environment. There are plans to further improve the outdoor area to make it even more exciting and interesting. All children, including those with learning difficulties and/or disabilities benefit from the good quality of teaching and close adult support. This gives children confidence and encourages them to succeed. Children enter school with skills that are below average for their age. They make good progress and by the end of the Reception year almost all achieve the skills expected for their age and many exceed them. Most join Year 1 as happy, keen and confident learners. Exciting learning opportunities are carefully planned to stimulate children's curiosity and their desire to learn in the Nursery and two Reception classes. Speaking and listening are developed effectively but, in some areas in the Nursery, the opportunity to develop early writing skills is not sufficiently emphasised.

24.10 **What the school should do to improve further**

- Raise standards in English with a particular focus on improving writing.
- In the school improvement plan, identify more clearly the key priorities for development and how success for each priority will be measured.

25 **Shire Oak Voluntary Controlled Primary School (April 2008)**

- 25.1 **Grade: 3**
This is a satisfactory and improving school, with several good features. These include the effectiveness of the Foundation Stage; pupils' personal development; the curriculum and the pastoral care which pupils receive.
- 25.2 Children enter the school at Reception with skills and abilities that are broadly typical of their age. However, there is a wide variation in attainment with some children attaining well below expectations and others above expectations. Irrespective, their education gets off to a cracking start in the Reception class and they make good progress. In the current Year 2 and Year 6, pupils' attainment is broadly average. Writing remains an area for development, however, particularly in Years 3 to 6. Nevertheless, this is a commendable situation for pupils who have experienced the full brunt of settling into a new school after previous experience elsewhere.
- 25.3 Parents rightly praise the strengths of the school. They greatly value the fact that the school nurtures their children, especially those with learning difficulties and/or disabilities, to become confident and happier individuals. This is reflected in the good standard of pupils' personal development and well-being. Staff work hard to ensure that pupils are well cared for and are given opportunities to play a full part in school life. The good curriculum is innovative, relevant and stimulating. Teaching is satisfactory, though sometimes good and, occasionally, outstanding. The best teaching puts pupils' learning at the heart of lessons so that they are actively engaged in their learning. In too many lessons, however, the teachers do not give pupils enough opportunities to learn through practical activities. Consequently, their interest wanes, they lose concentration and so do not learn as well as they could. The quality of marking is also inconsistent in informing pupils of their strengths and how they might improve.
- 25.4 Parents overwhelmingly expressed the confidence which they have in the leadership and management of the school. They point up the success of the headteacher who is ably supported by the deputy headteacher and encouraged by a knowledgeable and committed governing body. Parents understand that, against the challenging and difficult background of amalgamation, these leaders have created a vision and an ethos that has resulted in a positive, calm and welcoming atmosphere in school. Leaders have been the driving force behind a range of initiatives that have had significant impact in a short time. They are building a well-focused team who share their determination to raise standards even further and to ensure that all pupils achieve their potential. However, they recognise that their monitoring and evaluation of pupils' progress is not frequent enough to ensure that standards and achievement improve as quickly as they might. Nevertheless, their undisputed successes so far, which have laid the firm foundations for success in such a short time, clearly show that the school has good capacity for its future development.
- 25.5 **Effectiveness of the Foundation Stage**
Grade: 2
Children enter the Foundation Stage with skills broadly typical for their age. Good teaching and learning ensure that they make good progress. They enter school from a wide range of settings and settle quickly as a result of thoughtful induction procedures. Good leadership has established good teamwork and effective practice. Children thrive in a calm, happy and stimulating environment and best use has been made of the available outdoor space. Children benefit from well-planned opportunities to develop independent learning skills and they become confident

learners. They are polite, sensitive to the needs of others and work cooperatively. Teacher-led activities are well planned to meet children's needs and this supports their good progress. Children use the interactive whiteboard independently and with confidence to extend their learning. 'Stay and Play' provides an increasing number of parents and carers with good opportunities to be involved with their children's learning.

25.6 What the school should do to improve further

- Raise standards and achievement, particularly in writing at Key Stage 2.
- Improve the quality of teaching, including marking, so it is more consistent and the best practice is replicated across the school.
- Improve systems for monitoring and evaluating pupils' progress to move improvements to standards and achievement on more quickly.

A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

26 St Augustine's Catholic Primary School (January 2008)

26.1 Grade: 3

This is a satisfactory school with some good features. Progress in Years 1 to 6 is satisfactory but does not fully build on the good progress made in the Foundation Stage. By Year 6, standards are well below average overall and could be higher. In 2007, they were close to average in English, but well below average in mathematics. Standards in science were very low. Current standards, however, show continuing improvement and indicate strongly that the school will meet its challenging targets for 2008. The school is achieving this success in the context of a rapidly increasing number of pupils who join at an early stage of learning English. These pupils also make satisfactory progress.

26.2 Factors that support the school's satisfactory improvement include a genuine feeling of teamwork amongst staff and the more rigorous use of assessment data to set individual learning targets that are shared with pupils. However, whilst the use of assessment is improving, it is not yet fully established throughout the school, so the level of challenge and pace in lessons is not always sufficiently well matched to pupils' learning needs. In addition, some marking is not as rigorous as it should be. As a result, pupils do not have a good understanding of how they are doing and, crucially, what they need to do to improve. Teaching is satisfactory. Some lessons are lively and put learning at the centre of activities. In such lessons, staff are clear about what pupils are expected to learn and plan activities to hold their interest and check their learning. However, there are inconsistencies. In some lessons there is too much direction by teachers so that pupils do not have to think for themselves. Consequently, opportunities are missed to develop their skills of independent learning.

26.3 Pupils' personal development and well-being are good, including their spiritual, moral, social and cultural development. They behave well and have positive attitudes to their work. These features also contribute to pupils' satisfactory progress.

26.4 The headteacher and the recently reorganised senior and middle management teams have begun implementing agreed and shared initiatives using the good and increasingly exciting curriculum to promote better progress and to make learning

more meaningful. They are strongly supported by a knowledgeable governing body. Underpinning all of this is the friendly atmosphere in the school. Parents value highly the school's excellent caring ethos. They feel that it is, 'a friendly, well run school, with teachers who are approachable and who treat children as individuals'. The school has made satisfactory progress since the last inspection and has a satisfactory capacity to improve further.

26.5 **Effectiveness of the Foundation Stage**

Grade: 2

Provision in the Foundation Stage (Nursery and Reception) is good and children progress well. When children start school, their skills and understanding are far below expectations for children of that age, particularly in language and communication and personal, social and emotional development. Thorough starting arrangements ensure that each child's individual ability is quickly and carefully assessed, enabling the school to meet their different needs effectively. As a result children settle in quickly, are well versed in class routines and make good progress. Teaching and learning are good and all children are valued, cared for and supported. Strong relationships and constructive guidance provide a secure foundation for children's personal, social and emotional development. They learn to share and take turns as they follow school routines.

26.6 Achievements are assessed systematically and thoroughly, which provides information for planning further challenges. This good provision ensures that by the time children start Year 1 some achieve the Early Learning Goals although standards are below average overall. Parents are encouraged to be active in their children's learning and, as a result, are well informed as to their progress. Provision is managed well and there is a smooth transition between Nursery and Reception.

26.7 **What the school should do to improve further**

- Raise standards and improve progress in English, mathematics and science throughout the school.
- Improve the quality of teaching to ensure that all pupils are given opportunities to think for themselves and develop the skills of independent learning.
- Make better use of marking, assessment and other data to identify and fully meet pupils' individual learning needs and to help them understand how to improve their work.
- Raise standards and improve progress in English, mathematics and science throughout the school.
- Improve the quality of teaching to ensure that all pupils are given opportunities to think for themselves and develop the skills of independent learning.
- Make better use of marking, assessment and other data to identify and fully meet pupils' individual learning needs and to help them understand how to improve their work.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

27 **St Francis of Assisi Catholic Primary School (January 2008)**

27.1 **Grade: 2**

This is a good school in which pupils are given a stimulating education, which they enjoy immensely. 'We love school', 'all teachers are helpful and everyone is nice to me', are typical of the comments pupils made during the inspection. Parents agree;

'It is a joy to see how my children are progressing', is a typical comment that reflects the very positive opinions that parents hold of the school.

27.2 Pupils achieve well because teaching and learning are good. Teaching is skilful at encouraging pupils and giving them the confidence and drive to succeed. A strong feature of pupils' personal development is the value they place on education. This was very apparent when discussing with Year 6 pupils how they felt about the oncoming national tests. 'Last year the school was in the top 100 and we want to do as well.' When they start in Nursery, children's skills and knowledge are often low for their age but when they leave at the end of Year 6, standards are broadly average. This represents good achievement for the majority and particularly good progress for the significant number of pupils who enter the school at an early stage of learning English.

27.3 The manner in which pupils from such diverse backgrounds are included fully in the life of the school is outstanding. The school is a model of tolerance and mutual respect. Pupils are extremely well behaved and get on very well with staff and each other. They try hard during lessons, listen carefully to their teachers, and are polite and well mannered. The school has rigorous procedures for promoting pupils' regular attendance and levels are broadly average. Pupils state they feel safe and secure, and confirm that if they have a problem, a member of staff will help. Most pupils appreciate the need to eat and live healthily and readily participate in the many physical activities the school provides. As they grow older, pupils take on more responsibilities around school and willingly give their time to helping others. Pupils' broadly average standards in the basic skills give them a good preparation for their next stage of education.

27.4 Pupils learn well because they find lessons 'interesting and fun'. Planning carefully ensures the tasks they are set are challenging but achievable. Pupils' response is good and they try hard to meet the clear learning objectives set at the start of each lesson. Speaking and listening form integral parts of many activities, effectively promoting pupils' language skills and giving them the confidence to communicate with others. The curriculum supports pupils' basics skills in literacy and numeracy particularly well. Pupils are cared for very well. The school has a strong family atmosphere that nurtures all pupils and gives support to their families. Procedures for keeping pupils safe meet requirements. Pupils' progress is assessed thoroughly and tracked accurately. However, the systems used to record and analyse the information make the evaluation of pupils' progress more difficult than it should be.

27.5 The school has a 'can do' attitude, which stems from enthusiastic and purposeful leadership. Issues that could act as barriers to pupils' learning are tackled determinedly with well planned strategies. Senior staff and governors check how well the school is performing regularly and from their findings plan carefully for the next stages in its development. This ensures that the school is constantly moving forward and is well placed to cope with new challenges as they arise.

27.6 **Effectiveness of the Foundation Stage**
Grade: 2

Many children start in the Foundation Stage with low levels of knowledge and skills and a significant proportion have little or no English. They make good progress in Nursery and Reception because of the good teaching and support they receive. Achievement is good. Relationships are very positive and children are well cared for in secure and attractive learning areas. Staff support children's personal development extremely well and, consequently, they make rapid progress in this

area of learning. By the end of Reception, children's personal qualities, such as getting on with others and persevering with tasks are approaching those expected for their age. Interesting and varied opportunities are provided for children to learn the basics of communication, language and number. Strong emphasis is placed on children's oral skills and with constant encouragement from staff they grow in confidence as speakers and listeners. Despite children's good progress, many do not reach the standards expected for their age by the time they enter Year 1. Provision and resources are good overall but children learn more indoors than outdoors because the activities inside are better organised. Leadership and management of the Foundation Stage are good. The recently appointed manager has a good understanding of the areas in need of development and has clear plans to improve them. Staff work cohesively as a team, monitoring children's progress closely and ensuring that their needs are being met. Parents are provided with useful information on how they can help their children at home.

27.7 What the school should do to improve further

- Revise systems for managing assessment data to make the information easier to extract and use.
- Improve the opportunities for Foundation Stage children to learn outdoors.

28 St Joseph's Catholic Primary School, Hunslet (January 2008)

28.1 Grade: 2

St Joseph's is a good and improving school that provides good value for money. Its success in tackling previous underachievement is due to the excellent vision, drive and determination of the headteacher, who is extremely well supported by staff and governors. The school has a very strong caring, community ethos rooted in the Christian faith and parents are especially appreciative of the quality of the school's work. The comment, 'The staff are nice and friendly and are more than supportive to children' is a typical view.

28.2 Pupils achieve well as they progress through school and reach close to average standards by the end of Year 6. The achievement of all groups is similar including those with learning difficulties and/or disabilities and those who speak English as an additional language. Standards do fluctuate from year to year as the proportion of pupils with learning difficulties and/or disabilities varies and a small number of pupils move in and out of school at short notice. The good curriculum is strengthened through a wide range of enrichment and themed activities. Excellent partnerships provide the basis for many interesting and challenging activities, including sport development, visits and a residential experience. This ensures that pupils' personal, academic, creative and physical skills are nurtured in a balanced way. Pupils are given opportunities to show initiative and take responsibility. This all adds to the strong sense of community and pride in the school. It prepares them well for their future lives. Despite effective collaborative work by staff, absence remains too high. The unsatisfactory attendance for a small minority is the result of absence for holidays and a number of families regularly moving in and out of the local community.

28.3 Teaching is good. There is much talent among teachers to help pupils overcome any barriers to their learning. Challenging expectations of what can be achieved are set with prompt intervention if progress slips. This is highly effective in English. As a result, learning is enhanced and this underpins their good achievement in reading and writing. Similar methods are being successfully introduced in mathematics and science, but they have not yet had a marked influence on pupils'

learning. Care and support for all pupils, regardless of their ability and interests, are fundamental to everything the school attempts to do. All staff do their utmost to provide effective care and support for pupils whether the pupils are talented, find learning difficult or are considered vulnerable. Systems are in place to provide good guidance to help pupils improve the quality of their work, although these are not fully developed or applied consistently in mathematics and science.

28.4 Leadership and management are good. The governors, headteacher and subject leaders work tirelessly to ensure that the school is always moving forward. This has led to good improvement since the last inspection. Much of the existing improvement is the result of the drive of the headteacher, who has established an inclusive ethos bolstered by a commitment to hard work and achievement. A recent redistribution of responsibilities among staff has begun to accelerate the pace of progress. Some members of the leadership team have not been in post long enough to have made a significant impact. Nevertheless, systems and strategies are now in place to bring about sustained improvement. All this provides the school with a good capacity to continue to move forward.

28.5 **Effectiveness of the Foundation Stage**

Grade: 2

Provision for the Foundation Stage is good. This is the consequence of staff identifying learning needs before children's transfer from Nursery, making certain all children settle quickly in calm, friendly surroundings and making sure they all achieve well. On children's arrival their attainment is well below that expected for their age with weaknesses in writing, reading and number. However, they show a great enthusiasm for learning and staff successfully build confidence to tackle all tasks. Progress is carefully checked to pinpoint learning needs which require a boost or more support. Good teaching and well targeted, effective support successfully ensure that children make good progress. This includes children who have learning difficulties and/or disabilities and those who speak English as an additional language. An early focus on listening and speaking skills prepares children well for reading and writing. All staff display high expectations of behaviour. Children respond really well to guidance and speedily develop considerate and helpful behaviour towards each other and staff. By the time they leave Reception, although standards are below average, many children are working at levels expected of them for their age and are well prepared for their next stage of learning.

28.6 **What the school should do to improve further**

- Ensure that all pupils are given clear guidance as to how to improve the quality of their work in mathematics and science.
- Work with targeted families to improve attendance

29 **St Matthew's Church of England Aided Primary School (December 2007)**

29.1 **Grade: 2**

This is a good school that enables pupils to achieve well and provides outstanding pastoral care for them. Pupils are proud of their school and speak highly of their teachers and the interesting activities they provide. Their good personal development is reflected in the way pupils from a wide variety of backgrounds work and play happily together. The strong and positive atmosphere of racial harmony in the school is enhanced by initiatives such as the work of the Primary African Caribbean Excellence Project and acknowledged by the school's receipt of the Stephen Lawrence Award.

- 29.2 Standards and achievement dipped in the last two years. However, staff have taken effective action to halt the decline and restore the above average standards that were previously a positive feature of the school. Children's attainment on entry to school is broadly in line with national expectations. As a result of improvements in assessment and teaching, the good start children make in the Foundation Stage is successfully built on in Key Stage 1 and Key Stage 2. Pupils are currently making good progress and standards are rising once again. Because of the good support provided by well trained teaching assistants, pupils with learning difficulties and/or disabilities make similarly good progress to other groups of pupils.
- 29.3 The quality of teaching is good overall. There is an occasional variation in quality. For example, when lesson introductions are too long and focused at middle ability pupils, the more able do not always have enough time to work on activities that challenge them to achieve their best. The curriculum is of good quality. Curricular enrichment is outstanding with a wide variety of events, visits and activities that successfully promote pupils' enjoyment and learning. During the very popular curriculum enrichment afternoons, pupils in small groups take part in numerous activities ranging from circuit training to Makaton sign language.
- 29.4 The work of the learning mentor, the support for pupils who display challenging behaviour and the strategies used to support the well-being of all learners exemplify the outstanding pastoral care provided for pupils. While there are occasional problems in the playground, they are quickly dealt with and good relationships between staff and pupils ensure that all individuals feel safe, adopt safe practices and know that someone will help them if there is a problem. The academic guidance provided for pupils is satisfactory overall and strongest in writing, where most pupils are given good advice about their achievements and what they have to do to improve. The high quality care provided for pupils with specific learning difficulties and/or disabilities is exemplary and much appreciated by parents who make such comments as, 'My child, who has special needs, really enjoys going to school and has always been included in all activities and is viewed as a valuable member of the class'. Pupils make a good contribution to the community through the school council, fundraising activities and by participating in events that support the church and the local community.
- 29.5 Inspired by the strong leadership of the headteacher and his deputy, the adults in school are enthusiastic and determined to improve pupils' achievement even further. Thorough assessment and monitoring procedures are in place which enable senior staff to set challenging targets and to check on pupils' progress towards meeting them. Staff have a good understanding of the school's strengths and weaknesses and are clear about what they have to do to bring about further improvement.
- 29.6 **Effectiveness of the Foundation Stage**
Grade: 2
Children settle well into Reception as a result of strong induction procedures and close partnerships with parents. Parents are most appreciative of the positive start their children make to their education, many sharing the view of one that, 'The Foundation Stage is first class!' Children enjoy their learning in an inclusive environment, supported by skilled adults who ensure that all children's individual needs are quickly identified and met. The indoor classrooms are interesting and excite the children. The school is aware, however, that the outdoor area could be developed further to ensure that it enriches learning as much as the activities

inside. Adults have high expectations and support the children in developing good routines to ensure that they are ready for learning. There is a good balance between teacher-led activities and those the children choose for themselves, which supports them in becoming more independent. Children move into Year 1 with standards that are at least in line with expectations and with the good personal skills needed to become confident, happy learners.

29.7 **What the school should do to improve further**

- Ensure that all pupils, especially the more able, are always challenged appropriately.

30 **St Urban's Catholic Primary School (December 2007)**

30.1 **Grade: 1**

Saint Urban's provides an outstanding education, which focuses primarily on pupils' distinctive personal development while enabling them to reach standards which are among the highest nationally.

30.2 Achievement is outstanding. From average starting points in Reception, pupils have reached above average standards in Year 2 in recent years, with some outstanding results. Standards have been more consistently above average in reading than in writing or mathematics, prompting the school to intervene very effectively to narrow the gap. Standards by Year 6 have been consistently above average and exceptionally high in three of the last five years. The school has been particularly successful in enabling a high number of pupils to reach the higher level (Level 5) in the national tests for pupils in this age group. Pupils from different backgrounds and those with additional needs have sustained the same excellent progress as others. The way that individual pupils with significant behaviour difficulties have been able to make excellent progress illustrates the school's inclusive nature.

30.3 Pupils are very confident and clearly enjoy school a great deal. This is reflected in their outstanding attendance, though the school continues to strive for even higher levels. Spiritual development is exceptional. Opportunities for pupils to explore the day-to-day implications of the choices they make and the values they hold promote outstanding social and moral awareness. Cultural development is very strong, with a high profile international week supported by extensive attention to different cultures in art, geography, religious education, and by the pupils' sustained charity work.

30.4 From the earliest stages, pupils are expected to contribute to school life through undertaking a range of tasks. The demands become more substantial as pupils move up through the years. The school council and buddies are influential and there is an understanding that each pupil carries a responsibility for other pupils' happiness and well-being. Outstanding behaviour is helped by the fact that classes devise their own rules, supported by a consistent reward system. These securely established expectations enable pupils to develop high levels of independence and consideration for others. High levels of basic skills and very well developed collaborative skills provide a superb preparation for future economic well-being. Pupils have lots of opportunities to use information and communications technology (ICT), but the limited number of computers means they can only do this on scheduled days, and then only in small groups. To a limited extent this restricts their appreciation of the day-to-day influence of ICT in the world of work, though a current newspaper project provides good experience of enterprise while raising

funds for charity.

- 30.5 Outstanding teaching is based on excellent relationships. Mutual trust and respect facilitates superb classroom management and excellent behaviour, based on well established routines and expectations. Lessons include a strong emphasis on variety and enjoyment and include a high level of challenge. Pupils in Year 3, for instance, are asked to resolve complex moral issues balancing their rights and responsibilities. The quality of marking and feedback is admirable and the tracking of pupils' progress is exemplary. Classroom displays illustrate the invaluable guidance pupils receive both on their academic targets, and the values the school seeks to promote through its weekly ethos focus. Arrangements to ensure pupils' safety are rigorous, and the school provides excellent personal care and support for pupils' self-esteem as they use celebration assemblies to recognise and reward out-of-school achievements, for instance.
- 30.6 One of the most significant improvements since the last inspection, which illustrates the headteacher's excellent vision and direction, has been the transformation of the curriculum to prioritise variety and enrichment. Pupils say that the focus on enjoyment has increased hugely over recent years. Extra-curricular provision is extremely extensive and popular, and superb external links include support for provision in physical education, which is enhanced by visiting experts in practically every discipline. This contributes to pupils' excellent understanding and practice of healthy lifestyles typified by the daily 'wake up and shake up'.
- 30.7 The headteacher and her deputy demonstrate an outstanding commitment to putting people first. Their aim is to develop the whole child rather than prepare children to take external tests. In response, parents are delighted with the welcome the school provides and the excellent progress that children are making. There has been significant improvement to security, ICT resources and playground equipment since the last inspection. In addition, the headteacher has broadened leadership and management roles to ensure a consistent approach right across the school. Thorough self-evaluation is well established and effective in enabling the school to have a largely accurate, if somewhat modest, picture of its strengths and areas for development. There are excellent links with the church and neighbouring schools, as well as an influential parents' forum. Governors are well informed, extensively involved and give good support to the school. The school has an excellent capacity for further improvement.
- 30.8 **Effectiveness of the Foundation Stage**
Grade: 1
Pupils progress quickly in Reception and attain above average levels by the time they enter Year 1. The high quality provision noted in the previous inspection report has been maintained and further developed. Staff are particularly effective in settling children, establishing expectations and creating the security within which they can develop independence and self-confidence. The integration of the Reception class in whole-school activities ensures that they benefit fully from the outstanding ethos. Teaching and assessment are of high quality and the curriculum maintains the strong spiritual emphasis and focus on enjoyment evident throughout the school.
- 30.9 **What the school should do to improve further**
- Extend the range of available ICT equipment so that pupils have the more frequent access that they will experience in future.

31 Stanningley Primary School (January 2008)

31.1 **Grade: 2**

This good school has an accurate view of its effectiveness and provides good value for money. Some aspects are outstanding, such as pupils' personal development and well-being. The way in which every child is cared for and nurtured, in a very warm and caring setting, underpins all aspects of school life. This is why making sure that pupils enjoy learning, are safe and healthy, and play an active part in the community is a high priority. Consequently, pupils achieve well, and they make very good gains in their confidence and self-esteem. Parents think very highly of the school. They recognise that it is going from 'strength to strength' and appreciate that staff go 'beyond what is reasonably expected' to enable their children to become confident learners who are well placed to be responsible young citizens of the future.

31.2 Pupils across the school, including in the Foundation Stage (Nursery and Reception classes), pupils with learning difficulties and/or disabilities and pupils who speak English as an additional language, make good progress from their below average starting points. Standards by Year 6 are average and achievement is good. Recently, the rate of pupils' progress has accelerated, and standards by Years 2 and 6 are rising. Contributing to this improving picture is that pupils are set challenging targets and their progress towards them is tracked rigorously. Between Years 1 and 6, staff use this information very well to enable them to meet the varying learning needs of all pupils. In the Foundation Stage, however, systems for doing so are still developing. Nevertheless, pupils' good progress across the school reflects the good quality of teaching and learning and curriculum provided. Recent changes to teaching practices are improving the quality of teaching and learning even further, so that within the picture of good teaching and learning, there are examples of outstanding teaching.

31.3 The outstanding leadership of the headteacher is a key factor in the school's success. Making sure that every pupil can achieve well in a very caring and supportive environment is her passion. This is why she has forged outstanding links within the locality and promoted a strong sense of common purpose, vision and determination amongst staff. Well focused and clear plans for further improvement are in place. There have been a number of recent changes to the roles and responsibilities of senior leaders and subject leaders. These teachers are keen to make a greater contribution to finding out how well the school is doing, so that they can have more influence on planning the way forward. The skills they need in order to do so, however, are insufficiently developed to enable them to make the contribution they would like. Nevertheless, the school knows itself well. It has a clear picture of what action needs to be taken to bring about further improvements. There is no sign of complacency, but rather, a clear sense of striving to achieve even more. The good improvement since the previous inspection, as evidenced, for example, in rising standards, accelerated pupils' progress and pupils' outstanding personal development, demonstrates that the school has good capacity to improve in the future.

31.4 **Effectiveness of the Foundation Stage**

Grade: 2

When children start Nursery, their skills and knowledge are below what is typical for their age. Aspects of their communication skills are sometimes weak. Staff place high priority on children's personal, social and emotional development, and this ensures that children settle quickly into school routines and develop an early

love of learning. Adults provide good support to help children to learn to get along together, talk about their learning and behave well. Children enjoy learning in a bright and lively setting. They have access to a good range of stimulating activities and are taught well. Staff keep a watchful eye on how well individual children are doing, so that daily activities take account of their learning needs. They do not yet make fullest use of the information, however, in order to find out where or how teaching, learning and the curriculum might be fine-tuned to speed up children's progress even further. Nevertheless, many recent changes, including the accommodation, curriculum, teaching and leadership, are all having a positive impact. An increased emphasis on improving children's communication and language skills, for example, is already paying dividends. Children's good progress means that when they transfer to Year 1, their skills are in line with those expected nationally.

31.5 **What the school should do to improve further**

- Make increased use of the information collected about children's progress in the Foundation Stage in order to highlight where refinements to teaching and the curriculum are needed.
- Extend the skills of leaders and managers, so that they can play an increased role in finding out how well the school is doing and influence its way forward.

32 **Summerfield Primary School (April 2008)**

32.1 **Grade: 3**

Summerfield Primary School is a satisfactory school, which is emerging from a period when pupils' achievement was not good enough. Most parents are pleased with the quality of education provided. A typical parental view is that, 'Summerfield is a caring, friendly school'. This is confirmed by inspection findings. Pupils' personal development is a good aspect of the school. They enjoy school, get on well together and feel safe. School council members say, 'this is a bully free school!' Pupils with learning difficulties and/or disabilities are fully included in all aspects of school life. Pupils know how to lead a healthy lifestyle and take part energetically in the daily 'Wake and Shake' physical activity sessions..

32.2 Standards, by the end of Year 6, have declined since the last inspection. This is because systems used, in the intervening years, to track pupils' progress were not rigorous enough and resulted in insufficient progress being made. The headteacher's leadership has ensured a halt in this decline. Recent well thought out target-setting arrangements are in place and pupils' attainment and progress is regularly checked against challenging targets. This is bringing about satisfactory improvement in pupils' achievement. Standards are rising but they are still not as high as they could be. However, these effective procedures are still developing and have had too little time to impact significantly on pupils' progress. Nevertheless, achievement is satisfactory, despite standards being currently below those expected nationally in Years 2 and 6. By contrast, children are progressing well in the Foundation Stage

32.3 Teaching is satisfactory but it is not consistent enough. One of the main reasons why pupils' progress is satisfactory overall is because the quality of teaching varies too much from class to class. Where teaching is satisfactory, progress is adequate, but teachers do not make sufficient use of assessment to provide work that closely matches pupils' differing capabilities, especially the more able. This has resulted in too few pupils reaching the higher levels in national tests. Hence, standards remain below average by the end of Year 6 with science being the weakest subject. Where

teaching is effective there is good pace and challenge that grabs pupils' attention and interest so they make rapid progress in their learning. All teachers manage behaviour well so that pupils are considerate and listen politely to one another and adults. Relationships between staff and pupils are good, enabling pupils to gain confidence and feel well supported. Effective learning support assistants provide extra help for those with learning difficulties and/or disabilities enabling them to make satisfactory progress in line with their peers.

32.4 The headteacher's effective consultative style encourages and involves all staff and governors in school improvement. However, the school's current priorities as represented in the plans for improvement are too wide ranging and are not focused sharply enough on the school's major priorities of raising standards in English, mathematics and science, and improving the quality of teaching and learning. The curriculum is satisfactory and is enriched by an interesting range of visits and visitors, which add excitement to pupils' learning. Good partnerships with other schools helps pupils feel confident about their transfer to secondary school. Satisfactory improvement since the last inspection, accurate self-evaluation and the recently introduced, but as yet not entirely fulfilled, steps to raise standards, give the school a satisfactory capacity to improve.

32.5 **Effectiveness of the Foundation Stage**

Grade: 2

The quality of provision in the Foundation Stage is good. Children start Nursery with skills that are below the levels expected. Good teaching and effective support from knowledgeable teaching assistants ensure that children make good progress so that by the end of Reception, standards are broadly typical of children of their age. Adults' good questioning skills encourage children to talk about their learning. This leads to good progress in their ability to speak well and listen to others. Children enjoy learning from a relevant, interesting curriculum and behave well. Staff work effectively as a team and children's progress is carefully checked. The Foundation Stage is well led and managed. Careful, detailed planning meets children's needs and ensures good achievement. High standards of care help children to feel happy and secure. There are good links with parents, many of whom stay each morning to help their children with activities such as counting. Nursery staff make good use of the outdoor area. However, current timetabling arrangements restrict use of this facility by the Reception class. This limits opportunities for these children to consolidate their learning outside. Nevertheless, the school has the improvement of this timetabling issue in hand.

32.6 **What the school should do to improve further**

- Raise standards in English, mathematics and science by improving the quality of teaching.
- Ensure that all teachers plan work, which is closely matched to pupils' differing capabilities, particularly the more able.
- Ensure that school improvement planning has a sharper and more specific focus on raising standards.

A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

33 **Valley View Community Primary School (March 2008)**

33.1 **Grade: 3**

Determined and focused leadership has brought Valley View to its current position as a satisfactory and improving school. In the 18 months it has been open the school has become a valued and integral part of the local community. This is a significant achievement, which does considerable credit to all those involved. Pupils are happy at school because it has 'nice people who are friendly and helpful'. Parents are equally positive. 'We feel very lucky our child can attend such a school' and 'It is a school with a heart that extends into the community' are typical comments. From being in a poor state of repair the building has been transformed into a welcoming environment, which serves both pupils and the community well.

33.2 Now that they have settled into the school, pupils' attainment is starting to rise. Standards in Year 2 and Year 6 are similar to the national average and pupils' achievement is satisfactory. Year 6 pupils did not perform very well in the national mathematics tests last year. Pupils' achievement in this subject is variable and standards have further to rise to bring them at least in line with those in English and science. Across the school as a whole pupils' progress is satisfactory. Records of pupils' achievements are well structured and staff use them well. They have had to be built up from scratch and consequently contain limited data at present.

33.3 The quality of teaching and learning is satisfactory. Relationships in classrooms are very positive and pupils work hard. Teachers explain clearly what they expect pupils to learn and with carefully selected activities build pupils' learning in progressive steps. Most lessons have good elements but there are also inconsistencies, particularly in the way work is matched to pupils' individual needs and how well the pace of the learning is promoted. The curriculum is satisfactory and developing well as teachers move from a programme of individual subjects to one that constructively links them together.

33.4 The school takes good care of pupils and is sensitive to their personal needs. Pupils' academic progress is assessed regularly and the information acted upon. Strategies that enable pupils to assess for themselves how well they are progressing are at an early stage of development and not yet fully effective. Pupils' behaviour is good and attendance is above average. They get on well and readily help each other, with older pupils taking good care of the younger ones. Pupils of all ages have a strong appreciation of right and wrong and show a clear sense of responsibility to the school and wider communities. Pupils feel safe and secure in school, happy in the knowledge that they can readily approach staff with any concerns they may have. They have a good understanding of what constitutes a healthy lifestyle and many take regular exercise. Pupils mature into sensible and personable young people who are a pleasure to talk with. They acquire a satisfactory range of basic skills in preparation for the future.

33.5 Leadership and management are good and the school runs smoothly. Effective systems are in place to check the school's performance and the scope and quality of the information gathered is increasing. Priorities for improvement reflect the school's most pressing needs. The school is still relatively new and continuing to change, but leaders and managers have skilfully addressed issues which could have slowed its inception, and have it in a good position to prosper and grow in the future. Governors play a full and active part in managing the school and support its development well. The school gives satisfactory value for money.

33.6 **Effectiveness of the Foundation Stage**

Grade: 2

The quality of provision in the Foundation Stage is good. Before joining Valley View

most children have had some pre-school experience but in a variety of settings. Good induction procedures ensure a smooth introduction to school. On entry to Reception children's knowledge and skills vary but are often a little below those typical of the age group. Teaching and learning are good. Carefully planned activities, closely matched to the needs of young learners, generate good progress. There is an appropriate balance between activities that children choose for themselves and those directed by teachers. By the end of Reception, children's attainment is broadly as expected for their age. Relationships in the classroom are happy and positive. Teachers take every opportunity to promote personal skills and children learn to share, work and play together well, help others and follow class routines. Teachers interact with children frequently and steer their language development carefully. This helps them to make good gains in communication and language. The Foundation Stage is managed well. Assessment procedures provide a clear picture of the progress children are making. The classroom environment is colourful and lively, stimulating children's desire to learn. Transition arrangements between Reception and Year 1 are satisfactory and the focus of further development.

33.7 What the school should do to improve further

- Raise standards in mathematics.
- Improve the quality of teaching and learning, particularly in ensuring work is planned to match individual pupils' needs.
- Increase pupils' involvement in assessing their own learning

33.8 A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

34 Rothwell Victoria Junior School (April 2008)

34.1 Grade: 3

This is a satisfactory school. It is rapidly improving as a result of concerted action by leaders and managers, which has had a decisive impact on raising achievement and improving the quality of teaching. Good quality care and support sustain pupils' personal development well. This is appreciated by a large majority of parents. The view of one parent typifies that of many: 'my son enjoys school, it is very friendly and staff know all the pupils'.

34.2 Pupils enter Year 3 with a broadly average range of skills. They achieve satisfactorily and are now reaching broadly average standards by the end of Year 6. Standards and achievement in speaking, listening and writing, however, are not improving as quickly as in other areas due to inconsistency in approaches to promote these aspects. Teaching is satisfactory and has some good qualities; for example, it is successful in capturing pupils' interest and motivating them to learn. However, the match of activity to pupils' needs and talents across all ability groups is not always accurate enough. As a consequence, the work set is not always sufficiently challenging. Regular marking provides praise but does not always supply sufficient guidance in terms of telling pupils precisely how to improve the quality of their work. The school now has enough good teaching from which to extract best practice and develop teaching skills further. Consequently, pupils' achievement is improving. The quality of learning support is also being enhanced through joint lesson planning sessions and well directed training.

34.3 Pupils' personal development and well-being are good. Pupils behave well, know

the difference between right and wrong and are acquiring the skills to successfully work together. They have good attitudes to work and are keen to participate in all school activities. Their satisfactory and improving attendance is a measure of their enjoyment. Pupils display a good understanding of different cultures and what it is like to live in a diverse community. Work that has been done to provide greater variety in the curriculum is contributing well to the improvements in pupils' progress and to their enjoyment. Provision for personal, social and health education, with an emphasis on the social and emotional aspects of learning, supports pupils' personal development well. Pupils are well cared for and they say they feel happy and safe in school. Effective mentoring for pupils with behaviour and attendance issues is helping them to meet the school's expectations. Successful partnerships with local schools and agencies create extra opportunities to engage pupils and their families, for example, through the recently completed on-site Sure Start funded centre. Parents of pupils with learning difficulties and/or disabilities especially appreciate the determination shown by staff to include their children fully in the life of the school.

34.4 Leadership and management are good. The school was well looked after whilst there was an acting headteacher. This successfully prepared the way for the recently appointed headteacher who has quickly established an atmosphere where staff feel valued and can contribute to school improvement. Accurate evaluation, though a little modest in relation to the impact of leadership and management, identifies the correct priorities for improvement. Governors' support and expertise is directed at school improvement. Everyone in the school shares the same ambitions and is working well as a team to help the school move forward. Good progress has been made since the last inspection and value for money, although satisfactory, is being strengthened as achievement rises. The significant impact school leaders have had on improving the quality of teaching, and achievement and standards demonstrates the school's good capacity to improve further.

34.5 **What the school should do to improve further**

- Improve achievement and standards in speaking, listening and writing.
- Ensure that all lessons provide a suitable level of challenge for pupils of all abilities and talents.
- Make certain that pupils know exactly what they need to do to improve their work.

A small proportion of the school whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Differentiated levels of Engagement with the Improving Schools Programme

'Wave 1' Universal Provision	
<ul style="list-style-type: none"> • Access to centrally based training in key aspects of School Improvement • Informal partnerships with other schools • Access to support from Leading Teachers and Advanced Skills Teachers • Access to the Improving Schools Collaboration Site on the Learning Platform 	
'Wave 2' Provision	Does not usually include support from a School Improvement Adviser
Level 1	
<ul style="list-style-type: none"> • Specific, negotiated support in English or Maths or in one other key area (usually up to 6 days in total within a term or over a year) • £1000 to work with the PNS Consultant and carry out appropriate development work • The option to attend half-termly Improving Schools Network Sessions • As this involves support in one aspect only there will be no co-ordinating Consultant needed 	
Level 2	
<ul style="list-style-type: none"> • Negotiated consultant support in more than one area e.g. English and Maths, or Assessment and Maths, or Early Years, ICT and support for a new Subject Leader (usually up to 12 days in total) • Work will be co-ordinated by a named Consultant • £2000 to work with the PNS Consultants or other and carry out appropriate development work • The option to attend half-termly Improving Schools Network Sessions • Will include support from a School Improvement Adviser <i>only</i> if there are additional issues to be addressed e.g. turbulence at Senior Leadership level, Ofsted outcomes 	
'Wave 3' Provision	Includes support from a School Improvement Adviser
Level 3 (Full engagement but 'lighter touch')	
<ul style="list-style-type: none"> • Negotiated consultant support across key areas of school improvement (Usually up to 20 days in total including Improving Schools Consultant) • Support from a School Improvement Adviser of 2-3 days per term in total to include the following: <ul style="list-style-type: none"> - preparation for and attendance at RAP Reviews - desk-top monitoring / liaison with the SIP - up to one day per term in school to work with the SLT on identified focus areas for monitoring and evaluation. • £4000 to support in-school development work including time for Subject / Aspect Leaders to work with consultants • Attendance at half-termly Improving Schools Network Sessions 	
Level 4 (Full engagement)	
<ul style="list-style-type: none"> • Negotiated consultant support across key areas of school improvement (Usually between 20-40 days in total including ImpS Consultant) • Support from a School Improvement Adviser of up to 4 days per term in total to include: <ul style="list-style-type: none"> - preparation for and attendance at RAP Reviews - desk-top monitoring / liaison with the SIP - at least one day per term in school to work with the SLT on identified focus areas for monitoring and evaluation. • £6000 to support in-school development work including time for Subject / Aspect Leaders to work with consultants and Senior Leadership Team to work with SIA • Attendance at half-termly Improving Schools Network Sessions 	
Exit from ISP (at the end of 2007-08)	
<ul style="list-style-type: none"> • Access to universal provision • Optional attendance at Improving Schools Network Meetings • £1000 to further embed school improvement strategies and continue with next steps. 	

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Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 18 September 2008

Subject: Update on Ofsted inspections and schools causing concern - secondary

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Background

- 1.1 At the board's October 2006 meeting, members requested that the regular reports from Education Leeds to Executive Board which detail any recent Ofsted inspection results be submitted to this board for information.
- 1.2 Executive Board recently considered the attached report which is now submitted for this board's consideration:
 - Biannual Update on Ofsted Inspections and Schools Causing Concern - Secondary
 - Annex 1: Ofsted summaries
 - Annex 2: Secondary schools in extended partnerships
- 1.3 Annex 2 of the report is confidential under Access to Information Procedure Rules 10.4 (1,2) as set out in the attached report.
- 1.4 Officers from Education Leeds will be present at the meeting to respond to members' questions and comments.

2.0 Recommendation

- 2.1 The board is requested to consider the attached reports.

Background papers
None

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 September 2008

**SUBJECT: Biannual Update on Ofsted Inspections and Schools Causing Concern-
Secondary**

EXECUTIVE SUMMARY

1.0 PURPOSE OF THE REPORT

- 1.1 This report summarises recent Ofsted inspections of Secondary schools and shows the overall pattern of judgements under the current Ofsted framework. It describes the progress of schools causing concern (annex 2), and highlights the implications of the government's new 'National Challenge' for schools below the Key Stage 4 floor target of 30%5A*-C including English and maths.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

2.0 BACKGROUND INFORMATION

- 2.1 The 'National Challenge' is based on a requirement for all schools to exceed the Key Stage 4 floor target by 2011.

3.0 MAIN FINDINGS

- 3.1 All but two secondary schools in Leeds have now been inspected within the past three years, since the introduction of the current Ofsted framework. These inspections demonstrate that the great majority of schools have developed at least satisfactory capacity for further improvement. Leeds has a higher proportion of satisfactory schools and a smaller proportion of good and outstanding schools than the national pattern. However, it is a measure of real progress that a number of schools achieved a satisfactory judgement even though the data required inspectors to consider a notice for significant improvement. Ofsted were convinced by the capacity of these schools to continue to make good progress.
- 3.2 Inspections and monitoring of schools in Ofsted categories demonstrates the effectiveness of the Leeds School Improvement Policy. Since September 2007 three schools – Cockburn, Crawshaw and John Smeaton – have been re-inspected and removed from the 'notice to improve' category. John Smeaton was

judged to be 'good' overall.

- 3.3 Two schools, Rodillian and Parklands, were given a notice to improve but are beginning to make progress. South Leeds and the BESD SILC remain in special measures, but are making satisfactory progress and on track to be removed next year.

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

- 4.1 Local Authorities must consider immediately changes to the status and governance of schools which are unlikely to meet the Key Stage 4 floor target by 2011

5.0 CONCLUSION

- 5.1 Secondary schools in Leeds have shown considerable improvement over the past five years, but still face considerable challenges to reach minimum levels of attainment, and to improve the achievement of particular groups of students.

6.0 RECOMMENDATIONS

- 6.1 The Executive Board is asked to consider the implications of this information for planning the future support and development of secondary schools in Leeds.

Agenda Item:

Originator: Brian Tuffin

Telephone: 2144068

REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 September 2008

**SUBJECT: Biannual Update on Ofsted Inspections and Schools Causing Concern-
Secondary**

Electoral Wards Affected:

ALL

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in
(Details contained in the Report)

1.0 PURPOSE OF THE REPORT

- 1.1 This report summarises recent Ofsted inspections of Secondary schools and shows the overall pattern of judgements under the current Ofsted framework. It describes the progress of schools causing concern (annex 2), and highlights the implications of the government's new 'National Challenge' for schools below the Key Stage 4 floor target of 30%5A*-C including English and maths.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

2.0 BACKGROUND INFORMATION

- 2.1 The 'National Challenge' is based on a requirement for all schools to exceed the floor target by 2011. Additional resource is to be provided to improve schools; trained advisers will take on and extend the school improvement partner function. Local Authorities must consider changes to the status and governance

of schools which are unlikely to meet the target.

3.0 MAIN ISSUES

3.1 OVERVIEW OF OFSTED INSPECTIONS OF LEEDS HIGH SCHOOLS : June 2008

3.2 All but two secondary schools in Leeds have now been inspected within the past three years, since the introduction of the current Ofsted framework. These inspections demonstrate that the great majority of schools have developed at least satisfactory capacity for further improvement. Although, Leeds has a higher proportion of satisfactory schools and a smaller proportion of good and outstanding schools than the national pattern, this is largely because of the history of low achievement and weak value added at Key Stages 2-4. Indeed, a number of schools have achieved a satisfactory judgement even though the data required inspectors to consider a notice for significant improvement. Ofsted were convinced by the capacity of these schools to continue to make good progress. Subsequent HMI monitoring visits to 'satisfactory' schools have confirmed that judgement. The two remaining schools should be inspected before the end of July. They also have a history of low achievement but are now improving under new leadership.

3.3 Leeds Mainstream Secondary Schools, SILCs and PRUs

Ofsted Category	Number of schools during the cycle 2005-8 (first inspection)	Number of schools at the end of the cycle, after re-inspections (June 2008)	Leeds %	National %
Outstanding	3	3	7	13
Good	15	16	36	38
Satisfactory	19	21	48	38
Notice to Improve	5	2	4.5	3
Special Measures	2	2	4.5	8
Not yet inspected	2	2		

3.4 Since September 2007 three schools – Cockburn, Crawshaw and John Smeaton – have been re-inspected and removed from the 'notice to improve' category. All had shown significant improvement in standards and in other aspects. John Smeaton was judged to be 'good' overall.

3.5 Two schools – Farnley Park and West Leeds - had a monitoring visit to assess improvement since the previous satisfactory inspection and were judged to be making satisfactory progress. Intake was re-inspected two years after being removed from special measures and was judged satisfactory.

3.6 Two schools – Rodillian and Parklands – were given a notice to improve; South Leeds and the BESD SILC remain in special measures, but are making satisfactory progress and on track to be removed next year.

3.7 In the next cycle there are at least six schools who should be aiming for an outstanding judgement. Of the satisfactory schools most should aiming for good or outstanding while a small number of schools needs to ensure that they have acted on

the recommendations of the previous inspection to guarantee another satisfactory judgement. This helps to frame the context and focus of support programmes negotiated with SIPs, advisers and consultants.

4.0 **OVERVIEW OF SCHOOLS CAUSING CONCERN: HIGH SCHOOLS**

- 4.1 The four schools in an Ofsted category all have an extended partnership with Education Leeds, and feedback from HMI continues to praise the support from the Local Authority. Three schools were removed from a category by Ofsted during the year. Inspectors recognised the progress made by the school leadership in partnership with Education Leeds. *'The school has received good support from the Local Authority advisers and consultants. They have worked closely with the school.'* *'The school values highly the support from the local authority, especially the work that they are doing to improve the quality of teaching and learning.'* (HMI monitoring reports). All these schools receive support from other schools within a formal partnership brokered by Education Leeds. Support is most important for leadership and governance. This works best when there are good working relationships across the two schools, trust and a common purpose.
- 4.2 Other schools in an extended partnership and priority schools in a focused partnership are critical for Leeds because they are at the greatest risk from an inspection. They usually have standards below floor targets and low CVA. Three of these schools have recently been inspected and judged satisfactory, but the others represent a risk. Detailed reports on the progress of all priority schools are in Annex 2.
- 4.3 The government's commitment to ensure that all schools achieve at least 30% 5A*-C including English and maths is placing a spotlight on the 638 schools nationally, 14 of which are in Leeds. All but three schools are already in an extended or a priority focused partnership with plans focusing on this indicator. The three schools and 5 others are expected to reach the floor target in 2008 or 2009 while the remainder will take longer to achieve this level. Although support has been offered from the strategies consultants to the David Young Academy, none has been accepted. A summary of the position of each school is presented at the end of Annex 2.
- 4.4 Specific support and challenge is being made to improve the achievement of black and minority ethnic groups. A group of schools with two-thirds of the BME students has formed a collaborative network to disseminate the lessons from previous projects and to develop improved strategies to support achievement. Inputs from successful schools within and outside Leeds have been arranged, and representatives of local community groups and supplementary schools are engaged through regular forums.
- 4.5 The persistent absence of students is an important factor in low achievement. The Attendance Strategy team, working with other partners including National Strategy consultants and advisers, have focused support on selected schools. As a result, five schools should improve and have less than 8% persistent absence (the current criteria for identifying a 'target' school for absence.) A further five schools have been supported and should avoid rising above this threshold. The reduction of exclusions is also helping to reduce levels of absence. There has been good progress in establishing groups of schools to develop a more relevant 14-19 curriculum and better routes for progression.

5.0 **ANNEXES** **Annex 1**

Annex 2

Schools in an Extended partnership

Priority Schools in a Focused partnership

Schools below the KS4 floor target

6 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

- 6.1 Local Authorities must consider immediately, changes to the status and governance of schools which are unlikely to meet the Key Stage 4 floor target by 2011. In Leeds this includes up to five schools.

7 LEGAL AND RESOURCE IMPLICATIONS

- 7.1 The high cost of supporting secondary schools in an Ofsted category or at risk of being placed into a category is recognised in budget priorities. The National Challenge for schools below the Key Stage 4 floor target brings some additional resource for support and for changes in governance.

8 CONCLUSIONS

- 8.1 Secondary schools in Leeds have shown considerable improvement over the past five years, but still face considerable challenges to reach minimum levels of attainment, and to improve the achievement of particular groups of students.

9 RECOMMENDATIONS

- 9.1 The Executive Board is asked to consider the implications of this information for planning the future support and development of secondary schools in Leeds.

Background Papers:

Executive Board January 2008– *Annual Report on Standards in Leeds Schools Secondary*

Executive Board July 2008 - *The National Challenge : Schools achieving less than 30% of 5 GCSEs including English And Maths*

Ofsted website – individual School Inspection Reports

Leeds School Improvement Policy

REPORT of THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 September 2008

SUBJECT: Annex 1: Ofsted Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 Benton Park School (February 2008)

1.1 Grade: 3

Benton Park School provides a satisfactory quality of education for its students; the quality of education they receive in the sixth form is good. These overarching judgements, however, reflect a broad range of factors. The school has a number of good and some outstanding features. The care and support it provides for its students is good and is outstanding in the sixth form. The leadership of the school are rightly proud of the developments in pastoral care and support to students, including some leading edge initiatives such as the student support centre. The standards that students attain are high, reflecting their above average levels of ability when they enter the school. However, given their ability, the progress they make as they move up through the school varies too much. It is outstanding in the sixth form, but is only satisfactory overall in the main school. Over the past three to four years students' progress has fluctuated, particularly in Key Stage 3. Their achievement in science by the end of Key Stage 3 has been significantly less than should be expected over the last three years. Given the importance of this subject as part of the school's specialist status as a technology college, this underachievement is significant. The leadership of the school recognises this, but has not been sufficiently successful in tackling the problem.

1.2 Students behave well; they are responsible, mature young people and treat each other with respect. They make positive contributions to the community through the school council and raising money for charity. The students have many links with a school in South Africa and have raised enough money to build a science laboratory for it. Teaching and learning overall are good. This is because teachers have good subject knowledge and this is particularly evident in sixth form lessons. Students with learning difficulties and/or disabilities are supported by learning support assistants and make satisfactory academic progress in line with their peers. The curriculum is good and meets all statutory requirements. It is matched to the needs of the students and has been enhanced through the specialist technology status of the school. The well planned work-related curriculum at Key Stage 4 has improved students' motivation.

- 1.3 Staff care for the students and the pastoral system is good. An efficient and effective programme, praised by parents, is in place to support students transferring from primary schools to Benton Park. The academic guidance for the students is not as strong. Recently the school has, quite rightly, focused on developing marking and assessment. The majority of staff are providing students with information about what they have done well and what they need to do to improve. However, there is still considerable variation in practice which is hindering the students' progress.
- 1.4 The role of middle managers has developed and they are transforming from being solely managers of subjects to leading developments in teaching and learning. In the past there have been some areas of under-achievement. These are now being tackled. The whole school assessment and tracking system allows all staff to monitor student progress, and appropriate intervention strategies are in place and managed well. Nevertheless, the evaluation of initiatives can lack sufficiently clear focus in terms of their impact on student achievement.
- 1.5 **Effectiveness of the sixth form**
- Grade: 2**
- The sixth form provides a very effective education for students who are capable of coping with Level 3 courses. Standards are above average both at AS and advanced level. Progress from GCSE to advanced level is excellent. Those students who began their AS courses with lower GCSE grades have made particularly good progress recently. Achievement overall is outstanding.
- 1.6 Personal development is also outstanding. The most influential factor supporting achievement was rightly identified by students themselves as their work ethic. They fully accept the school's high behaviour expectations, and particularly enjoy the harmonious social atmosphere in the sixth form centre. They make a good contribution to the day to day effectiveness of the school - supporting in lessons, organising fundraising events, and coordinating the work of the student council. They also fully appreciate the opportunities to develop a healthy lifestyle. These extremely positive attitudes to their work and personal development are supported by outstanding care, guidance and support. Students say that staff give 'incredible amounts of time' to support them. The constant emphasis on their current performance and how well this compares with their predicted grade is highly motivational, and helps to create a culture of achievement.
- 1.7 Almost all of the teaching in the sixth form is at least good. Teachers' thorough planning and obvious subject expertise give students the confidence to put their trust in them completely. Marking and feedback is very helpful. The level of challenge is consistently high and this, along with some imaginative approaches to teaching and learning, lead to high levels of student engagement. Leadership and management of the sixth form is good. The tutor team works extremely effectively. Strengths and weaknesses in the provision are recognised. There is a continuous programme of improvements to the good curriculum and aspects of teaching, and this has supported a steady improvement in standards and achievement. Capacity for further improvement is good.
- 1.8 ***What the school should do to improve further***
- Improve students' achievement in science, especially at Key Stage 3.

- Develop the use of assessment and target setting throughout the school so all students make better progress and meet challenging targets.
- Ensure that improvement strategies both across the school and by individual departments are more sharply focused on student achievement and in measuring the progress towards those targets.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

2 Crawshaw School (April 2008)

2.1 Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

2.2 Crawshaw School now provides students with a satisfactory quality of education. The appointment of a permanent headteacher and her restructuring of the roles and responsibilities of senior and middle managers have added fresh impetus to the school's efforts to improve. As a result, there is an air of greater stability and a higher quality of strategic direction. The school has made effective progress in addressing the areas for improvement highlighted by the last inspection. It has benefited from intensive support from the local authority, particularly in relation to improving the impact of teaching. The introduction of improved systems to manage students' behaviour and assess and monitor their progress, coupled with enhancements to the curriculum for groups of students with additional learning needs, has helped the school foster a better climate for learning. Crucially, standards and achievement have risen in core subjects and in the specialist subjects of geography, history and drama. The impact of the specialist humanities status, in terms of its provision, results and influence across the school is improving. However, there is considerable scope to develop its sphere of influence.

2.3 Standards are above the national averages, while achievement is satisfactory. This represents substantial improvement compared with the situation over the past couple of years when students were underachieving. Although the overall quality of teaching and learning is satisfactory, the proportion of good teaching has increased since the last inspection and this, together with a greater focus on academic monitoring and guidance to support students' learning, is contributing to better progress. Unfortunately, not all staff adhere to these procedures fully and this has resulted in some inconsistency in progress, particularly in English. Personal development is satisfactory and students feel well prepared for their life beyond the school. The curriculum remains satisfactory. There are detailed plans to alter provision radically from September 2008, which the school hopes will better suit the needs and interests of students. However, the school fails to meet the government recommendation to provide two hours of physical education per week for students. Care, guidance and support are satisfactory overall, with good provision for vulnerable students. Leadership and management are satisfactory, with some strengths in senior and middle management. Governors fulfil their role effectively and maintain a high profile. The school has moved forward and has satisfactory capacity to improve further, but there remains much work to do. The highest priorities are to promote effective learning and raise student achievement by further developing the quality of teaching and ensuring staff use assessment data

consistently for target-setting, monitoring, and planning intervention strategies.

2.4 ***Effectiveness and efficiency of the sixth form***

Grade: 3

The sixth form provides a satisfactory quality of education for its students. Leadership and management are good, as are many aspect of its work, including a diverse and well balanced curriculum and the way it promotes students' personal development and well-being. Although the overall quality of care, guidance, and support students receive is good, the guidance given to students in developing study skills varies considerably from one subject to another. Standards dipped in A-level results in 2007 and there was evidence of some underachievement, but standards are currently above average and improving. This represents satisfactory achievement from students' starting points. The dip in standards in 2007 was largely because all departments in that year did not closely follow the monitoring and tracking systems during the enforced reassignment of the head of sixth form to support improvement in the main school. There is evidence that students are on track to achieve the challenging targets set for them. Retention rates are high and the vast majority of students go on to continue their studies at university. There is good capacity to improve further.

2.5 ***What the school should do to improve further***

- Consolidate improvements in standards and achievement throughout the school and accelerate students' progress in English.
- Establish the consistent use of agreed assessment, target-setting, monitoring and intervention strategies throughout the school.
- Equip students with the necessary study skills to tackle advanced level work prior to their transfer into the sixth form.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

3 Intake High School Arts College (May 2008)

3.1 Grade: 3

Intake High School Arts College is a satisfactory and improving school. The headteacher was appointed in September 2006 and her strong leadership is transforming the school. She has not shied away from confronting any issues that prevent the school from improving. With the support of the governors, the under-performance of any staff has been tackled and the heavy reliance on supply teachers has been drastically reduced. There is a new mood of confidence in the school and tangible evidence of improvement in all areas.

3.2 Standards in the main school are below average but inspection evidence shows that they are rising. Improvements in both the curriculum and the quality of teaching are having a positive impact and most students are now making satisfactory progress. There is a concern that achievement and standards in English are not improving as quickly as in other subjects. Standards in the sixth form are satisfactory and achievement is good.

3.3 Teaching and learning are satisfactory and improving. The quality of teaching is

monitored closely and there is an effective and well-planned training programme, based on the school's development priorities, which utilises existing good practice found mainly in the specialist subjects.

- 3.4 A more relevant and enhanced curriculum has been introduced in Year 10 that includes a wider range of vocational options. The innovative curriculum in Key Stage 3 builds on good practice from the arts subjects and the skills of two talented former primary school teachers. The curriculum in the sixth form is good in the specialist subjects but does not meet the needs of all students.
- 3.5 There is a strong commitment to inclusion, good quality pastoral support and an effective behaviour support team. Students are well cared for, they feel safe and generally enjoy coming to school. Students with learning difficulties and/or disabilities are well supported. Attitudes to learning are improving and the number of exclusions has considerably decreased. Attendance, however, remains well below average despite the unremitting efforts of the school.
- 3.6 The headteacher, governors and managers know the school well. Their self-evaluation is accurate, they know the challenges still facing them and they are prioritising well. The budget deficit that the headteacher inherited has been considerably reduced. Senior and middle managers and teachers are all united around raising achievement. The leadership team has been slimmed down and senior leaders are now working more closely and effectively together. Most of the middle managers are playing an increasingly active part in leading improvement in their areas. The school is providing satisfactory value for money and has demonstrated a good capacity to improve.

3.7 ***Effectiveness and efficiency of the sixth form***

Grade: 2

Students enter the sixth form with lower than average prior attainment but achievement is good and standards are satisfactory or better in some subjects. Students make outstanding progress on BTEC national diploma and A-level art and design programmes and standards on these courses are well above average. There is good progression to higher education and retention on two-year courses is high. Attendance has improved markedly this year, especially in Year 12, but is still low in Year 13. Performing arts students make a good contribution to the school and the local community. Sixth formers also contribute to the school by helping with lunchtime clubs and acting as peer and literacy support mentors for younger students. Teaching in the sixth form is good and teachers have strong links with industry especially in performing arts. The curriculum is narrow, with few courses at Levels 1 and 2, but the school is working with partners to offer a wider range of courses next year. The quality of care, guidance and support is good. Groups are small and students benefit from plenty of individual academic support. Target setting and monitoring systems are robust and students are fully aware of their progress and what they must do to improve. Self-evaluation of the sixth form provision is slightly generous and needs to be more incisive.

3.8 **What the school should do to improve further**

- Raise standards and improve achievement especially in English.
- Improve attendance.
- Increase the proportion of good or better teaching.
- Develop the curriculum in the sixth form by opening progression routes for

all students.

A small proportion of the schools whose overall effectiveness is judged satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

4 John Smeaton Community High School (January 2008)

4.1 .Grade: 2

In accordance with Section 13 (5) of the Education Act of 2005, HMCI is of the opinion that the school no longer requires significant improvement.

4.2 This is a good school that has been transformed through the exemplary leadership of the headteacher and deputy headteacher. They have established a relentless drive across the school to raise achievement and to improve the life chances of all pupils. Consequently, although standards remain below average, particularly in English and mathematics, they are rising significantly at a rate that is faster than the national average.

4.3 . Highly effective self-evaluation has acted as the catalyst for change and improvement. Strengths and weaknesses are clearly understood by leaders and managers at all levels and staff work well together in teams to take the necessary steps to secure improvement. Good teaching strategies engage pupils more actively in their learning and equip them with the necessary skills to become independent learners. This has led to rapid and sustained improvement in pupils' achievement which is good overall. However, although pupils generally make good progress, the more able are not always challenged sufficiently to enable them to achieve as well as they might.

4.4 Good care, guidance and support ensures that every child's individual needs are met. A highly effective student support and intervention programme tailors all aspects of provision to promote pupils' achievement and personal development. Extended services and increased partnerships with parents have had a major impact on improving the outcomes and aspirations of the most vulnerable pupils including those with complex learning needs. The school has worked closely with families and a range of external agencies to 'do whatever it takes' to re-engage learners and ensure that they are equipped with the necessary skills to support them in their future lives. Consequently, attendance rates are rising and the number of pupils who after leaving school are not in education, training or employment has fallen.

4.5 The new school building provides an environment that promotes learning. Pupils speak with pride about their school and appreciate the new facilities available to them. Their behaviour is generally good and pupils report confidently that any incidents are dealt with very well by adults. The headteacher has been successful in creating a school community that is united in its aim to be 'the best it can be'. Staff and pupils are proud of their achievements so far but not complacent about 'what needs to be done next to improve'. Good improvement has been made since the last inspection and the school has good capacity to improve further.

4.6 *Effectiveness and efficiency of the sixth form*

Grade: 3

Students enjoy their time in the sixth form; they feel safe, well supported and have positive attitudes to learning. They appreciate greatly their new accommodation which includes study and social space. Students join the sixth form with standards that are broadly average. Standards are rising but achievement remains satisfactory overall because of some significant gaps in students' prior learning that limit their progress. The quality of teaching and learning has improved and is good overall. Teachers use a variety of strategies to engage students and in most lessons, offer constructive feedback on what they need to do to improve. Most students know their targets and their progress is tracked to identify where support and intervention are required. A satisfactory range of 14 to 19 curriculum pathways enable students to opt for a combination of vocational and academic routes. The range of subjects on offer has increased as the school has extended its partnerships with other organisations.

4.7 Good care, guidance and support promote students' personal development and well-being well. Students appreciate the range of enrichment activities that are available although some would appreciate the opportunity to play a wider role in the school community and have more formalised systems for representing their views. Students benefit from good guidance as they make choices about their future options either in education or employment. Excellent provision for students with complex learning needs enables them to develop confidence, valuable life skills and gain accreditation.

4.8 The recently appointed head of sixth form has quickly identified priorities for improvement and already initiated changes to further strengthen systems and procedures in response to the increasing size of the sixth form. However, these actions have yet to achieve their full impact.

4.9 ***What the school should do to improve further***

- Raise attainment in English and mathematics.
- Ensure that the higher attaining pupils are consistently challenged to achieve the best they can.
- Formalise systems and structures in the sixth form as it increases in size to raise achievement and promote well-being.

5 **Parklands Girls' High School (March 2008)**

5.1 **Grade: 4**

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that the school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to students' achievement and attendance.

5.2 Students enter the school with well below average attainment. They reach standards which are below average at the end of Year 9 and a long way below average by the end of Year 11. This represents inadequate progress. Especially in the middle range of attainment, too many students do not do as well as they could. More than one in five students leave without five GCSE pass grades. Standards in English have declined. For the past three years progress in Key Stage 3 has been satisfactory overall, but not rapid enough for students to catch up with the nationally expected standards in all core subjects.

- 5.3 Students' personal development and well-being are satisfactory, with good features. Spiritual, moral, social and cultural development is a strong feature of the school. The great majority of students feel safe and well supported. They have opportunities to choose healthy food and take part in many extra-curricular activities. Their behaviour is satisfactory, but poor behaviour by a minority restricts learning in some lessons. Low attendance underlies the weak academic progress of a number of students, which in turn limits their future economic well-being.
- 5.4 The great majority of teaching is satisfactory or better, but the quality of teaching and learning is not sufficient throughout the school to ensure that students catch up with the expected standards. In lessons where progress is not good, teachers do not provide activities well matched to the needs of their students, and this leads to poor behaviour. In good lessons, teachers use a range of exciting and demanding activities to hold students' attention and ensure that they have learned securely. Some teachers set clear targets and follow them up with informative comments on work, but this is not found consistently.
- 5.5 The curriculum offers a growing number of alternatives to GCSE to meet the needs of all groups of students, although until this year not all have led to qualifications. There are good opportunities for work-related learning. Learning about citizenship in practical ways means students make a really positive contribution to their school and local community.
- 5.6 School leaders have high aspirations and are taking determined steps to improve the school. These have resulted in some improvements, including a steady rise in standards and a small rise in attendance. Last year staff absences presented an extra challenge, but staffing is now stable. The restructured leadership team is making its mark, for example on the good provision for the sixth form. Monitoring and evaluation is more regular and robust than at the time of the previous inspection, but action to remedy weaknesses has not ensured sufficiently good quality teaching and learning throughout the school. The school presently offers inadequate value for money, but it has a sound capacity to improve.

5.7 ***Effectiveness and efficiency of the sixth form***

Grade: 2

Students enter the open access sixth form with standards which are overall lower than average, but they achieve results which equal the national average across the range of qualifications offered. Progress is good and improving steadily, and the school is ranked very highly among post-16 providers across the region for the value it adds. Every student met or exceeded her predicted grades in 2007. Several A-level courses - notably sociology - and vocational courses perform well.

- 5.8 Personal development and well-being are good overall. Spiritual, moral, social and cultural development is outstanding. The development of political and social awareness during tutor time and the positive impact on students' attitudes and life skills from a wide range of events, visits and contacts exemplify these strengths. Sixth form students contribute within the school by, for example, acting as mentors to younger students and holding a healthy fair for Year 7 to promote healthy eating. They also contribute well to the local community and speak proudly of their work for local charities. Students spoken to say they know who to turn to if they need help, and enjoy their time in school. One student said, 'I wish I could stay here an

extra year.'

- 5.9 Students are effectively guided and encouraged to be independent learners, so they develop the higher-order skills required for advanced study. The sixth form curriculum includes a balanced range of traditional subjects and newer vocational courses which are tailored to their needs. Students benefit from high quality specialist curriculum days and events, which broaden their knowledge of the world. These include religious education days and a very popular debating society, also open to Years 10 and 11. However, opportunities for physical education in the sixth form are limited and some students do not experience physical activity during the week.
- 5.10 Students are very happy about the care, guidance and support they receive. Effective induction is in place even when students arrive after the start of the sixth form. They feel valued and nurtured by caring and attentive staff who focus on their individual needs and develop their confidence and aspirations. They have many opportunities to consider their futures and to make informed decisions.
- 5.11 The leadership of the sixth form is very effectively focused on improving quality, and this is how it overcomes the substantial barriers to success faced by many of its students. Monitoring, evaluation and self-review are thorough. New courses have been established with sharp attention to quality and there has been effective action to tackle any pockets of underperformance. Much has been done with partners - such as local universities - to unlock potential, so that a significant number of students are becoming the first in their families to find their way to higher education. The joint leadership of the sixth form pursues a clear direction and is relentless in finding more ways to do even better.
- 5.12 **What the school should do to improve further**
- Raise achievement in Key Stage 4, particularly for middle attainers, and in English.
 - Improve attendance.
 - Ensure that more teaching is good enough to raise standards.

6 Rodillian School (February 2008)

6.1 Grade: 4

In accordance with section 13 of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to students' standards, achievement and attendance and in the quality of teaching. The school also requires significant improvement in relation to its sixth form.

- 6.2 There has been serious underperformance at this school for several years, and students' achievement has been poor. Effectiveness since the previous inspection has declined. This situation has now been recognised and is being tackled effectively. The interim headteachers have done much in a short space of time. Decisive action has been taken to address directly specific areas of weakness in staffing, finance and aspects of school organisation. Improved management structures and systems are in place. The executive headteacher is giving a very

strong lead to the whole-school community about the urgent need for change. Together with the consultant headteacher, he has been successful in galvanising the school and in securing the support of most staff and students. While much remains to be done, especially in relation to the aspects identified above, the positive impact of work undertaken so far is evident in almost all areas of the school. This demonstrates the capacity for further improvement. There is an awareness that the vacancies for key leaders and teachers need to be filled with high quality staff to build on the progress made so far, and hard work is underway to ensure this happens.

- 6.3 Students enter the school with standards that are broadly average and they leave with standards that are much lower than average. They have significantly underachieved for some years with no signs of improvement until very recently. Because of actions now being taken there is evidence that standards are rising, although they are still significantly below average. Achievement is improving, but it is still inadequate overall because earlier underachievement has not been fully compensated for. This is in part because teaching is inadequate. It, too, has been strengthened. Specific weaknesses have been tackled robustly. The impact of training is seen in the improved quality of planning and delivering lessons. Students are responding well to the changes and are enjoying their learning. Some teaching is good or better, especially in the specialist subjects. However, too much is not effective enough, failing to engage or challenge students sufficiently. Staffing vacancies mean there is not a full complement of permanent, effective teachers. Academic guidance has also improved. Until recently neither staff, governors, students or parents had a clear picture of how students were progressing. A good, thorough system for measuring and tracking progress has now been introduced. Although it is in very early stages of implementation, it is proving to be helpful in promoting further improvement. The curriculum is satisfactory, with good plans in place to develop it further.
- 6.4 The school's specialist status work is another area that has had considerable weaknesses but is now improving. Work within the specific specialist subjects has been the strongest aspect of the school. Here, teaching and learning are good and often outstanding, especially in dance and drama. Results in these subjects are amongst the best in the school. Specialist targets at GCSE were met in dance and drama in 2007, but not in music. The specialisms have had little impact on driving up standards across the school, however, although some recent training mounted by specialist subject staff has been well received by others. Extra-curricular provision in the performing arts has been strong and has promoted students' enjoyment. Work in primary schools has been neglected, with little impact as a result. A new leader of the specialism is proving effective in starting to tackle these weaknesses.
- 6.5 Pastoral care and guidance for students are satisfactory. Students find staff approachable and helpful in dealing with problems. Students with particular vulnerabilities receive good support, and the school utilises well established links with external agencies to help meet their needs. School rules have been clarified and action to improve attendance and behaviour is effective. As a result, both areas have improved, although attendance remains inadequate, especially at Key Stage 4. Students' personal development is satisfactory. Students feel increasingly positive about school and safe within it. Relationships are generally harmonious and most students behave appropriately in lessons and around the school.

6.6 Leadership and management are satisfactory overall. The executive headteacher is providing very clear, firm and necessary direction to the school during this difficult period. Together with the effective consultant headteacher, he has harnessed and developed the potential of others, increasing their enthusiasm and effectiveness. All feel more accountable, but supported and enabled to carry out their responsibilities. Most senior leaders, even though several are in acting positions, are doing a good job and having a positive impact. Middle leadership is more mixed, but individuals are receiving good support which is helping them carry out their responsibilities. Governors are aware that they have not been monitoring the school closely enough, allowing a large budget deficit, as well as the other weaknesses, to develop. The new chair and other key colleagues are now working closely with the interim headteachers and others to bring greater rigour to governance and the overall leadership of the school.

6.7 ***Effectiveness and efficiency of the sixth form***

Grade: 4

The sixth form is inadequate. The school is withdrawing from the partnership arrangements because the needs of Rodillian students are not being met. The standards they reach are below average and they are not achieving well enough. Teaching is satisfactory overall, though some is uninspiring and does not challenge students to think for themselves. The curriculum, however, despite the aim to provide a good choice of courses, is disjointed. Courses are sometimes changed without notice so that students lose the continuity they need. Teachers do not know enough about how their students are doing in other partnership schools. Students are therefore not given sufficient guidance about how to improve and do not feel secure about their progress. Students applying for university places receive good guidance and feel confident that their applications are well prepared and do them justice. Advice for students looking for other pathways, such as further education or employment, is more limited. General pastoral care is sound and students feel they are well known to their tutors. Leadership of the sixth form is currently inadequate. Current plans to run the sixth form entirely through the school, buying in courses for individuals as needed, are well under way. Interest from Year 11 students is considerable and projected numbers show a significant increase on previous years.

6.8 ***What the school should do to improve further***

- Raise standards and improve students' achievement.
- Improve the quality of teaching so that all students learn effectively.
- Improve attendance, especially at Key Stage 4.
- Ensure the sixth form is effective so that students reach their full potential.

7 **Woodkirk High Specialist Science School (April 2008)**

7.1 **Grade: 3**

This is a satisfactory school in which good pastoral support enables students to develop good personal skills. Students of all ages feel safe, and are encouraged to lead healthy lives. Their good behaviour in lessons and around the school is due to the school's clear systems and guidance, and as a result, students enjoy lessons and the wide range of other activities. They make a good contribution to the school and the wider community. Links with other institutions, particularly with local

universities, colleges and primary schools are strong and help to widen students' and teachers' educational experience, to the benefit of all. Parents think highly of the school and praise the care it gives to their children.

7.2 Students make satisfactory progress in their studies. Standards on entry are above average, and remain above average throughout Key Stage 3. In 2007 standards were only average at the end of Key Stage 4. This was due to inadequate achievement, particularly by lower attaining students, which the leadership team is working hard and effectively to correct. A new leadership team, which has evaluated the school's performance accurately, has taken well considered action to raise the aspirations of teachers as well as students, with the clear message that every student, not just the more able, should achieve well. Students in the current Years 10 and 11 are now achieving satisfactorily and reaching above average standards. Preparation for their economic well-being is satisfactory. Year 9 students are making satisfactory progress towards their end-of-year tests. Challenging targets have been set for the school and for individual students in all their subjects. As a result, students are becoming used to evaluating their work and seeing how to improve. Most teachers are responding well to the demanding targets and teaching is satisfactory overall with a significant amount of good teaching and almost no unsatisfactory teaching. The positive response is due to an intensive and continuing training programme set up by the leadership team to make teaching effective enough to raise the achievement of all. Some lessons, however, are led too much by teachers without enough opportunity for students to work independently.

7.3 The satisfactory curriculum covers requirements and has recently been improved by the addition of an alternative GCSE science course and the option to take media studies as an additional qualification. Although there are a few skills-based courses, the curriculum is limited to mainly academic studies and does not give a wide enough choice to meet the needs of all students fully.

7.4 The headteacher provides clear educational direction and is well supported by the newly structured leadership team. Senior leaders are effective at supporting middle leaders and at holding them accountable. The systems for monitoring the school's effectiveness are not detailed or efficient enough. The impact of the science specialism is seen in the full range of science courses and in the productive links with primary schools. The school has satisfactory capacity to improve, and gives satisfactory value for money.

7.5 ***Effectiveness and efficiency of the sixth form***

Grade: 3

Students in the sixth form receive a satisfactory quality of education. In 2007, standards were below average at both AS and A level. In relation to their starting points, students underachieved significantly in several subjects. The school has put much effort into tackling these issues and recent monitoring shows that students are now making satisfactory progress towards their targets at AS and A level.

7.6 Students enjoy the sixth form. They are well cared for and they appreciate the support given to them by their subject teachers and tutors. The good personal development of the students is reflected in their caring attitudes and involvement in the school community. They are good role models, helping younger students with their reading and mentoring others to help them improve.

7.7 Teaching and learning overall are satisfactory, though the quality varies across subjects. Independent learning is not sufficiently developed and many students are still too reliant upon their teachers. The curriculum is predominantly academic and for some students this is too narrow. However, study modules prepare students for their future lives and there are additional study opportunities for the more able. Students enjoy a wide variety of enrichment activities.

7.8 Leadership and management are satisfactory overall. New systems for monitoring students' progress and giving appropriate academic guidance have led to a rise in recent module results, though the school realises that there is still room for improvement. There are good links with other colleges and universities that broaden students' experiences and prepare them for the next step to work or continued education.

7.9 ***What the school should do to improve further***

- Improve the quality of teaching and learning in order to raise standards and achievement.
- Widen the curriculum to meet the full needs of all students.
- Improve the systems for monitoring the school's effectiveness.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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