

Ofsted Inspection Summaries

1. All Saints' Richmond Hill Church of England Primary School

Grade 2 (Nov 2013)

Pupils' achievement is good. There is a three year rising trend of attainment so that by the end of Year 6, pupils are attaining above the national average in English and mathematics.

Teaching is good and improving even further because training is well planned for teachers and support staff to meet the needs of pupils of differing abilities.

Pupils are well behaved, keen to learn and attend school regularly.

The headteacher has a clear focus on improving pupils' achievement through the quality of teaching and has been successful in doing so.

Leadership has been strengthened by the addition of new subject leaders who have already begun to make a good contribution to improvement in their subjects. Clearly focused plans are in place to ensure the raising of standards even further.

Governors are committed to the school. They make certain that pupils are kept safe and that their progress is good by supporting and challenging school leaders.

It is not yet an outstanding school because

The most-able pupils in Key Stage 1 are not given enough challenge in reading and mathematics to achieve their full potential in these two areas.

In Key Stage 2, teaching does not provide pupils with enough opportunities to use their mathematical skills in problem solving, and the marking of pupils' work does not always provide enough guidance, especially in writing.

Subject leaders who are new to their post, do not yet make a full contribution to the monitoring of teaching.

What does the school need to do to improve further?

- Improve the progress of the most-able pupils in Key Stage 1 in reading and mathematics.
- Ensure that pupils in Key Stage 2 are given more opportunities to apply their mathematical skills in problem-solving.
- Make sure that teachers provide consistent marking and guidance so that pupils know how to improve their work in writing and mathematics.
- Ensure that subject leaders are given opportunities to check the quality of teaching in their subject areas.

2. Allerton High School

Grade 2 (Sept 2013)

Achievement is rising, with all groups of students now making good and sometimes outstanding progress across a range of subjects.

The quality of teaching is good and improving. There are examples of outstanding teaching across the school.

Students who use the specially resourced base for speech and language make outstanding progress.

Students of different cultures and faiths mix extremely well and there is a real sense of community within the school.

Students behave well in lessons and apply themselves diligently to their work. They feel safe and secure from any threats of bullying.

The headteacher leads the school effectively and has clear plans to improve the school further.

Leaders and managers have good plans to raise achievement and improve the quality of teaching further so that they both become outstanding.

The governing body holds the school to account well. Its members systematically challenge school leaders on matters relating to the performance of teachers and the quality of teaching.

An outstanding curriculum meets the needs of all students very precisely.

The sixth form is good. The school has concentrated its efforts on improving standards and this is now beginning to have a positive effect, particularly in Year 12.

It is not yet an outstanding school because

Achievement has not yet risen to the point where it is outstanding.

There are some inconsistencies in the quality of teaching across the school.

Leadership and management are not yet outstanding because improvements to the sixth form, teaching and achievement are relatively recent and therefore have not been sustained over time.

What does the school need to do to improve further?

- Improve teaching and so raise achievement further so they become outstanding by ensuring that
- students receive consistently
- high quality feedback on their work across all subjects and that they are given the time to read and act on teachers' comments to improve their work
- teachers are always sensitive to students' precise needs in the classroom so that they carefully reshape and adapt their lessons to get the very best out of them.

3. Alwoodley Primary School

Grade 1 (June 2013)

The headteacher is a leader of the highest quality who, with a highly effective team of senior and other leaders, relentlessly pursues excellence in all areas of the school's work. This constant drive to continuously improve is an exceptional example for pupils.

The school puts the learning and well-being of its pupils at the heart of all its thinking and planning.

Consequently, pupils' attainment is consistently high and their achievement in

English, mathematics, information and communication technology (ICT) and science is outstanding.

Teaching is outstanding because teachers' meticulous planning ensures that pupils of all abilities undertake and enjoy solving exciting and interesting tasks; these tasks make them work hard to think for themselves.

Exceptionally, teachers' marking does not always provide pupils with enough guidance on how they can improve further in some subjects.

Children get an excellent start to their schooling because of the outstanding provision in the Early Years Foundation Stage.

Pupils' behaviour and attitudes are exemplary.

They are highly motivated to reach the high standards expected by staff. Relationships with each other and respect for all are excellent.

Pupils are rightly proud of their school. They feel safe and parents are overwhelmingly positive in their praise for the school.

There is outstanding provision for pupils' spiritual, moral, social and cultural development. Pupils demonstrate strengths in art, music, physical education and in their awareness of the religions and cultures of others.

The governing body is exceptionally knowledgeable about the school's strengths and priorities for improvement. Systems for checking the quality of the school's work are highly effective. Rigorous evaluations of performance coupled with extensive opportunities for staff training ensure that the quality of teaching goes from strength to strength.

What does the school need to do to improve further?

Continue to improve the quality and effectiveness of teachers' marking to match that seen in English. This is to ensure that pupils receive clear guidance on how to improve their work in all subjects.

4. Bardsey Primary School

Grade 2 (Feb 2013)

The effective leadership and management of the headteacher have ensured that the quality of teaching and achievement have improved well since the previous inspection.

Pupils make good progress and attainment is above average by the time pupils leave.

The governing body plays an important part in making the school successful. Governors not only support the school but challenge the headteacher to ensure necessary improvements are made.

Teaching and learning are good. Some teaching is outstanding.

Children get off to a good start in the Early Years Foundation Stage.

Attendance is above average and pupils behave well. Pupils say they feel safe and well looked after.

The school has a strong backing from parents, as demonstrated by the highly positive view of the school shown by parents who completed the online questionnaire.

It is not yet an outstanding school because

Not enough teaching is outstanding.

In mathematics lessons pupils are not given enough opportunities to use and apply their numeracy skills in problem-solving activities.

Teachers do not always use questioning well enough.

Middle leaders are not sufficiently involved in evaluating teaching and learning in classrooms.

Not enough is done in making sure that pupils take notice of comments made by teachers when marking pupils' written work.

What does the school need to do to improve further?

- Raise the quality of teaching so that more of it is outstanding by:
- providing more opportunities for pupils to use and apply their mental arithmetic skills well in solving challenging mathematical problems
- ensuring teachers' questioning is always used well to improve pupils' understanding
- making sure that pupils are provided with opportunities to act on the comments made when work is marked
- involving middle leaders in evaluating the quality of teaching and learning, with the findings used to help individual teachers improve their own practice.

5. Beechwood Primary School

Grade 3 (July 2013)

This is a school that requires improvement. It is not good because

Achievement of pupils in Key Stage 2 is not yet good.

Progress is too variable between Key Stages 1 and 2.

Too few pupils make enough progress in mathematics at Key Stage 2. Fewer pupils in this school than nationally reach the higher levels of attainment in this subject.

Teaching is not consistently good or better across the school.

Work provided for pupils does not always match their needs.

Pupils are not always given enough opportunities to improve their learning.

Adults do not always provide enough opportunities for pupils to work on their own.

Not enough teachers have the skills required to raise standards in mathematics.

The school has the following strengths

Children make good progress in the Early Years Foundation Stage and Key Stage 1 as a result of good and outstanding teaching.

Pupils supported by the pupil premium and those with special educational needs do well.

Pupils behave well around the school. They feel safe because teachers look after them.

Regular checks by leaders and managers on the quality of teaching are ensuring improvements in performance in Key Stage 2 and in the standard of teaching; pupils' achievement is rising as a result.

Leaders, managers and the governing body collect a wide range of evidence and use it to make improvements. Recent test results show standards have risen in all subjects, clearly demonstrating that this is an improving school.

What does the school need to do to improve further?

Improve the quality of teaching so that it is consistently good and better by:

providing work for pupils that fully matches their needs so that they can quickly progress to the next level making sure that questioning and marking always give pupils opportunities to improve their work ensuring that adults give pupils the right amount of support to be able to work successfully on their own.

Continue to develop teachers' skills in the teaching of mathematics to raise attainment and improve progress further in Key Stage 2.

6. Benton Park School

Grade 3 (March 2013)

This is a school that requires improvement. It is not good because

There is not enough good or better teaching to secure good progress for all students. Some teachers do not plan lessons to help students learn well taking account of their ability. Marking does not always help students to know what to do better next time.

Some students do not make the progress expected of them in English and mathematics. Not enough make better than expected progress, particularly in mathematics.

The progress made by students with special educational needs is not good enough to close the gap between them and the students who do not have these needs.

The students for whom the pupil premium provides support are not making good enough progress and the gap in performance between them and other students is not closing fast enough.

The school has the following strengths

There is a strong focus on the improvement of teaching and this is beginning to help students learn more effectively in the classroom.

Revised targets for students are challenging.

The tracking of the progress of students is accurate. Arrangements to support students who do not make enough progress are beginning to show positive results.

The sixth form is good. Achievement is good and almost all students move onto higher education, employment or training.

The promotion of students' spiritual, moral social and cultural development is good. The schools' work in this area has been celebrated in the school and beyond.

The two acting headteachers have a very clear understanding of the strengths and weaknesses of the school. They have changed the culture of the school by helping everyone feel they have a part to play in increasing students' achievement through improving teaching.

Governors have taken time to make sure they understand how to judge the progress the school is making and are providing clear support and effective challenge to raise achievement.

What does the school need to do to improve further?

Improve the quality of teaching so that it is consistently good or better so that progress overall and particularly for students with special educational needs and those supported through the pupil premium is good by:

- making sure teachers use the information they have on students to plan work at the right level of difficulty that gets the best out of all students
- improving the use of questioning so that it checks students' learning and is used to adjust the next steps of the lesson to promote better learning
- building on the good practice in the school to develop the consistency of guidance given to students on how to improve and giving them the chance to do so.

Improve the effectiveness of leadership and management by:

- making sure that all development plans identify the impact of actions in a measureable way so their progress can be regularly checked through the year
- completing the pupil premium plan and checking that the actions planned are helping these students to make good progress.

7. Blackgates Primary School

Grade 2 (July 2013)

Children enter the school with skills that are below those typically expected for their age. Since the last inspection pupils have generally made good progress and have left Year 6 with average standards.

In 2012 standards dipped. Consequently, the headteacher, senior leaders, staff and governors have made a concerted and effective effort to improve achievement. As a result, standards have risen once more.

The curriculum is good and provides well for pupils' spiritual, moral, social and cultural development. Attendance has risen in each of four successive years and is now close to average.

The school promotes equality of opportunity exceptionally well.

Teaching is mainly good with some that is

outstanding. Teachers provide interesting activities carefully adjusted to meet pupils' needs and abilities. Teaching assistants give effective support, using activities and equipment skilfully to interest pupils.

Pupils behave very well and have good attitudes to learning, as shown in their enjoyment and hard work in lessons. They are confident, polite and show care and respect for adults and their peers. Pupils say they feel safe in the school. Staff and the overwhelming majority of parents agree.

The governing body supports and challenges the school's work and holds this improving school to account.

Not enough teaching is outstanding in order to drive pupils' progress more rapidly.

Pupils do not have enough opportunity to develop their independence and to show they can learn on their own.

Pupils have too few opportunities to practise their mathematics in other subjects.

The marking in mathematics is not as good as it is in English.

What does the school need to do to improve further?

Ensure the proportion of outstanding teaching is increased, so that the rate of pupils' progress is accelerated further, by:

- giving pupils more opportunities to develop their independence and take greater responsibility to manage their own learning
- increasing the opportunities for pupils to develop, practise and use their mathematics skills in subjects across the curriculum
- ensuring marking and pupils' response to their next steps for learning in mathematics are consistently as good as those found in English.

8. Bramham Primary School

Grade 2 (March 2013)

Following poor results in 2010, the school has made a good recovery and in the last two years pupils aged 11 made good progress.

Many pupils have good reading and speaking skills, and they often use an impressive vocabulary.

Child-protection arrangements are a strength of the school and it has also showed initiative in working with partner organisations to support children with specific learning needs.

All lessons showed at least some elements of good teaching or planning with pupils making good progress where teaching was clearly structured and carefully explained.

Behaviour is good and the large majority of pupils behave well in lessons

Leaders in the school and federation have shown strength of purpose in stabilising the school following a period of uncertainty.

Governors have shown strengths in the area of strategic planning.

Pupils do not make as much progress in their writing as they do in their reading and speech.

Some aspects of the curriculum have not yet been improved and pupils' knowledge of other cultures is limited, including other cultures found within Britain.

Teaching does not always ensure that all pupils fully grasp what is required from an activity, especially when they work together in groups.

The use of learning objectives and targets is not yet well developed, so some pupils do not understand what these mean for them.

What does the school need to do to improve further?

Accelerate pupils' progress in their writing by:

- developing teachers' skills in tracking and analysing the details of pupils' writing over time so that common errors are identified and addressed ensuring that the assessment and marking of

written work prioritises the most important persistent errors and demands a response from pupils.

Improve the management of classroom activities by:

- ensuring that the transition from one activity to another is handled more smoothly by including a clear explanation of the expectations of pupils in the next stage of their work
- developing approaches that enable earlier checking that pupils engaged in a task all understand what is expected, or ask for help
- ensuring that group activities are appropriate for the numbers in the group and that they are clearly defined with expectations of what each individual will do.

Improve the use of learning objectives and pupils' targets by:

- ensuring that objectives are displayed and used in ways that are meaningful to pupils
- ensuring that pupils' personal targets, if used, are known and understood by them
- using all the adults in the room, as well as the teacher, to check that all have understood the learning by the end of the lesson.
- Ensure that the curriculum prepares pupils for life in modern Britain by giving them a better understanding of the main cultural groups they will meet.

9. Bramley Primary School

Grade 2 (February 2013)

This is a good school held in high esteem in the local community. Most pupils become confident and proud young people, well prepared for life.

A good educational foundation in the Early Years Foundation Stage enables children to settle in to school and enjoy learning.

Standards across the school have risen quickly since the last inspection. From low starting points when children join the Early Years Foundation Stage, they rise to broadly average at the end of Year 6.

Disabled pupils and those with special educational needs and pupils who speak English as an additional language make good progress. This is because of the effective support provided.

Good teaching and an outstanding curriculum give pupils a great enjoyment of school. This contributes to above-average attendance.

Pupils' behaviour and safety are good both in class and around school. They show respect for adults and each other.

The strengths in pupil's personal development are due in part to the school's extensive involvement in international projects. These broaden pupils' knowledge, experience and understanding of the wider world.

Good systems for checking on pupils' achievement and progress mean that for most pupils their work in class is just at the right level.

The caring and dedicated leadership of the headteacher is one of the main factors in the school's success. This is reinforced by the commitment of other leaders and the governing body. A shared ambition drives the school forward.

Staff are very well managed. Training is tailored to improve their skills and benefit pupils.

The school is well placed to sustain its current improvement and move forward in future.

Standards could be better in writing and speaking.

Not all staff have a clear picture of the attainment of pupils in relation to national expectations for their age. This reduces the sharpness of targets for the performance of some groups of pupils.

There are some inconsistencies in the quality of teaching. At times, pupils are over-directed, and not enabled to develop as independent learners. This holds back the learning for some, particularly the more able.

What does the school need to do to improve further?

Maintain the current improvements and raise pupils' achievement further by:

- devising and implementing a strategy for developing pupil's diction and speaking skills across the school
- raising expectations across the school for handwriting
- setting consistently high expectations for pupil's writing in English in all subjects
- removing inconsistencies in the quality of teaching by giving all pupils more scope to take responsibility for their learning
- setting even higher targets for pupils by ensuring leaders keep a close eye on pupils' attainment in comparison to national expectations.

10. Bramley St Peter's C of E Voluntary Controlled Primary School

Grade 2 (March 2013)

Bramley St Peter's has progressed well since its last inspection.

Good and sometimes outstanding teaching across the school enables pupils to learn well.

Standards in Year 2 and Year 6 are rising faster than in most schools nationally.

Groups of pupils, such as those eligible for

the pupil premium, are making good progress and the gaps in attainment between them and other pupils are closing quickly.

Children in the Early Years Foundation Stage make good and sometimes excellent progress from their well-below typical starting points.

Behaviour is good in classes and around the school. Pupils behave outstandingly in assemblies and in some lessons.

Good improvements in many aspects of the school are due to the headteacher's drive, for example, in eliminating weak teaching. As a result, this is an improving school.

Governors know the school well, which helps them support and challenge for higher standards.

The school's lively curriculum enables pupils to learn well and develop as confident, caring and thoughtful individuals.

Despite mostly good teaching, progress is not consistently good in all year groups.

In some lessons, higher-attaining pupils could tackle harder work.

The rate of pupils' progress in mathematics is not as good as that found in English partly because pupils lack speed and mental agility when using numbers.

What does the school need to do to improve further?

- Ensuring teaching is consistently good and there is more outstanding teaching by: setting more ambitious targets for pupils achievement by the end of Year 6 teaching in ways that maximise pupils' involvement in their learning at all times
- making sure that higher-attaining pupils always get work to do that provides sufficient challenge.
- Increase the speed of progress in mathematics across the school so that an above average proportion of pupils make faster progress than expected nationally and reach the higher levels of attainment by end of Year 6 by:
- ensuring that all pupils can recall number facts quickly and use them confidently when solving problems giving pupils more opportunities to use and apply their mathematics skills more effectively in all curriculum subjects and developing their confidence in solving mathematical problems.

11. Brigshaw High School and Language College

Grade 2 (May 2013)

Students achieve well in nearly all subjects.

Their achievement in English is outstanding. Attainment is above average and is much higher than at the time of the last inspection.

The school's accurate tracking data show that the current Year 11 students are set to make even better progress given their starting points.

As a result of the good and sometimes outstanding teaching they receive, students make good progress from their below- average starting points throughout their time at school.

Students who are disabled or who have special educational needs achieve well also.

Students' behaviour and attitudes to learning in lessons and around school are good overall. They are extremely proud of their school and say they feel safe and well cared for.

Relationships with teachers are extremely strong, with one student commenting, 'Teachers work really hard for us so we can do our best.'

Leaders and managers at all levels, including the governing body, keep a keen eye on how well the school is doing. The headteacher and her effective leadership team give a clear steer to the staff. The leadership of teaching and learning is very effective. Consequently, this is an improving school.

The sixth form is good. As a result of good leadership and management and better teaching, students' achievement has improved significantly since the last inspection.

Not enough teaching is outstanding.

Teachers do not always provide more-able students with work that challenges them. Consequently, some higher-attaining students, particularly in mathematics and science, do not achieve as well as they could.

In a small minority of lessons students' behaviour is not always as good as it could be. Strategies to manage behaviour are not applied consistently by all teachers.

What does the school need to do to improve further?

Increase the proportion of outstanding teaching so that all students, including the most able, secure high levels of achievement in relation to national figures by:

- raising teachers' expectations of how hard the more-able students can work and through setting work that challenges them in every lesson, particularly in mathematics and science providing students with sharper, clearer instructions so that learning starts earlier in lessons
- increasing the proportion of lessons in which students are presented with a range of activities that enable them to be actively and independently involved in their learning
- ensuring that all students behave as well as they should in every lesson.

12. Bruntcliffe School

Grade 4 (January 2013)

Students do not make enough progress during their time in school. Moreover, the standards that students reach by the time they leave the school have been lower than the national average for several years and are not high enough considering their starting points.

Not enough is done to improve students' abilities to read and write or their mathematical skills in range of subjects.

Disabled students and those with special educational needs make very slow progress because their needs are not met.

Achievement in the sixth form is inadequate because students have not been well matched to courses. Too many students do not continue with all of their studies or make slow progress.

The quality of teaching over time is inadequate. In too many lessons work is mundane, repetitive and not demanding enough of students.

Teaching does not always involve students enough and they lose concentration.

Too many teachers lack the necessary skills to ensure disabled students and those who have special educational needs receive prompt and precise support.

School improvement plans are not clear about how much standards are expected to improve.

Not all subject leaders are rigorous enough when checking the quality of teaching and the progress of students.

Behaviour and safety require improvement.

Most classrooms are orderly and students say they now feel far safer in school.

The governing body receives good quality information from school leaders and is now using this information to rigorously challenge and support the school.

The new headteacher has quickly identified the significant shortcomings and put measures into place to improve the school.

While many of her initiatives are still to have an effect, there are clear signs of improvement in the quality of teaching in some subjects and in the progress students are making.

Improvements are most evident in much improved achievement in mathematics and significant strengths in the teaching of science.

What does the school need to do to improve further?

Improve the quality of teaching so that it becomes at least good throughout by:

- involving students fully in their own learning through discussions, group work and problem solving rather than listening to over-long instructions by teachers
- responding thoughtfully to students' needs in lessons rather than following a set format for lessons which may not challenge them well enough
- improving the quality of discussions so that more students are asked questions that encourage them to answer in full sentences and make them think deeply
- improving the quality of marking so that students are clear about what they need to do to improve their work and that they have the time to do so in response to teachers' comments
- doing more to develop students' abilities to read and write and develop their mathematical skills in a wide range of lessons.

Ensure disabled students and those who have special educational needs make progress that is equal to or above average by:

- deploying teaching assistants more effectively in lessons so that they give better support to students while also encouraging them to solve problems for themselves
- improving the training that is given to all teachers so that they understand how to match work to students' abilities ensuring that students do not spend long periods of time copying text from books or the whiteboard.
- Raise achievement for students in the sixth form by:
- further improving the curriculum so that students select courses that meet their needs, abilities and aspirations
- ensuring lessons in the sixth form are lively and that students have the opportunities to learn through group work and problem solving.

Further improving the impact of leadership and management on raising students' achievement by:

- ensuring improvement plans contain clear and measurable targets so that senior leaders and the governing body can more accurately check on their effectiveness
- making sure all subject leaders consistently check the quality of teaching, marking and progress of different groups of students with equal rigour.

13. Burley St Matthias' Church of England Voluntary Controlled Primary School

Grade 3 (November 2013)

Reading and writing standards in Key Stage 2

in 2013 are well below those in other schools and pupils did not make enough progress in these subjects.

Not enough pupils reach the higher levels in reading, writing and mathematics in either Key Stage 1 or Key Stage 2.

The quality of teaching has not been consistent enough in the last year and there have been too many changes of staff.

Teachers do not provide activities that ensure that all pupils are stretched to learn more and reach the higher levels.

Pupils do not have enough opportunity to respond to helpful feedback from teachers.

Books used by pupils to read in class are not always at the right level for them.

There are not enough opportunities for pupils to improve their writing skills in different subjects.

Significant changes in the governing body and leadership of the school have contributed to inconsistency in the performance of the school over time.

Pupils behave well with each other and always do what they are asked to do by adults.

Children make good progress in the Early Years Foundation Stage because the teaching is good.

Attendance has improved as a result of efforts by leaders and is similar to that in other schools.

Both headteachers have a clear understanding of the school's performance. Recent changes are making improvements in the standard of teaching and the school is improving.

What does the school need to do to improve further?

In order to raise standards, increase the proportion of good and outstanding teaching by:

- Ensuring that pupils always respond to the helpful comments made by teachers when they mark their work
- providing pupils with activities in lessons that are closely matched to their skills and abilities.
- ensure that reading books chosen by pupils are always suited to their levels.
- Increase the provision for pupils to develop their writing skills by ensuring that they have more opportunities to write at length in a range of subjects.
- Improve leadership and management, including governance, by raising the levels of understanding of the wide range of evidence collected on the school's performance, to ensure that leaders can recognise more quickly where to make improvements and how well those improvements have been made.

14. Calverley Church of England Voluntary Controlled Primary School

Grade 2 (February 2013)

Pupils make good and sometimes outstanding progress from their different starting points on entry to the school.

At the end of Key Stage 2, standards have been above the national averages for English and mathematics for three consecutive years. For over half the pupils at the end of Key Stage 2 last year, attainment was well above the national averages.

The Early Years Foundation Stage gives children a very good start to their education because they enjoy learning and make very good progress.

Pupils mainly behave well in lessons and around the school. Attendance is very high and many pupils have 100% attendance.

The headteacher and the deputy headteacher provide good leadership. They are determined to raise standards. They observe teachers in lessons and tell them how to improve. They have also put training and support in place which has improved teaching.

All the staff and governors are committed to improving the school and continuing to improve standards. They recognise what still needs to be done to improve the school still further.

It is not yet an outstanding school because

Teaching, although good, does not yet enable pupils to make outstanding progress overall.

Higher ability pupils in Key Stage 1 are not always challenged enough in lessons, particularly in mathematics.

Pupils do not have enough opportunities to develop their independence as learners.

What does the school need to do to improve further?

Raise the attainment of higher ability pupils in Key Stage 1, to build on the good and improving trends in achievement, by creating more opportunities to challenge them in lessons, particularly in mathematics.

Further improve teaching by:

- using assessment information consistently and effectively to ensure all pupils have activities in lessons that are well-matched to what they already know, understand and can do
- drawing on examples of the outstanding classroom practice in the school so that lessons always give opportunities for pupils to take responsibility for finding things out for themselves and do not have to listen for too long to teachers talking.

15. Cardinal Heenan Catholic High School

Grade 3 (February 2013)

The progress that students make, given their various starting points, is too slow. This is particularly the case for the students supported by the pupil premium.

Although there is some good and outstanding teaching, there is still too much which requires improvement. Teaching is not always strong enough to drive students' learning and progress at a fast pace.

In less effective lessons, work is not challenging enough for students. In some lessons, teachers talk for too long and they miss too many opportunities to develop students' learning.

The senior leaders' evaluation of the school's performance is not sufficiently accurate and robust to drive the rise in standards at a fast enough pace.

Senior leaders do not have a strong enough focus on driving improvements in teaching and learning across the school.

This is an inclusive school where every student is valued as an individual.

Students behave extremely well around the school and politeness, friendliness and respect are very well modelled by all staff.

Students achieve consistently well in mathematics as a result of strong leadership in that department. Governors are very supportive but they also hold the school to account. They have supported a new appointment to the senior leadership team which has developed its capacity to take the school forward. The curriculum successfully meets the needs, aspirations and interests of the students.

What does the school need to do to improve further?

Improve the quality of teaching across the school so that more lessons are good or outstanding by making sure all teachers:

- plan activities that encourage students to think for themselves and take more responsibility for their own learning challenge pupils more and have higher expectations of what students can achieve
- use questioning more effectively to check and develop students' understanding regularly
- mark students' work thoroughly, explaining clearly what they need to do to improve.

Ensure that all students make at least good progress by:

- using the information from tracking students' progress more effectively to identify underachieving students who require additional support
- prioritising the monitoring and review of the performance of different groups of students, particularly those who are supported by the pupil premium, so that any gaps in achievement are closed
- making sure all teachers use assessment information to plan more effectively to drive learning and progress in the classroom.

Improve and strengthen the effectiveness of the school's leadership by:

- making sure that leaders across the school focus on students' learning and progress
- having an accurate and robust view of the school's performance which informs a clear action plan, focused on raising achievement
- prioritising improvements in teaching and learning, ensuring that the good and outstanding practice that exists across the school is shared with all staff.

16. Carr Manor Primary School

Grade 2 (June 2013)

Compared with other schools, the proportions of pupils that are making or exceeding the progress expected in reading, writing and mathematics are above average. The rate at which pupils make progress has improved significantly.

Well-above average standards reported at the time of the last inspection dropped to broadly average in subsequent years but this year are rising to above average in English and mathematics.

Children in Nursery and Reception Years make outstanding progress and a high proportion achieve a good level of development before the start of Year 1.

Much of the teaching across the school is good and some is outstanding. Teachers and their assistants are highly skilled. They plan lessons effectively so that pupils, whatever their abilities or needs, are challenged by their work, effectively supported and learn well.

Pupils' behaviour is at all times outstanding.

Their attitudes to learning are excellent. They enjoy lessons, settle quickly and work very hard.

The headteacher has added considerable experience and expertise to strengthening leadership and management. The staff team leads effectively and together with effective support from governors, has rapidly raised achievement and improved teaching.

While pupils' progress is rapidly improving, the proportions making or exceeding expected progress have not reached outstandingly high levels.

Teachers are not always taking the opportunity when marking pupils' work to advise clearly on what they should do to improve and reach a higher standard of work more quickly.

Not all teachers make the highly effective use

of the school's good data on pupils' progress as seen in outstanding lessons. As a result, not all teachers attain a high level of precision in planning and approaching lessons.

What does the school need to improve further?

Increase the proportion of outstanding teaching so that the rapid improvement in pupils' progress continues by:

- ensuring teachers, when marking, offer pupils good, clear advice on what they must do to improve their work, achieve their targets and quickly raise the standard of their work enabling teachers to develop an even more effective use of pupil progress data to increase the precision in their planning and approaches to lessons.

17. Chapel Allerton Primary School

Grade 3 November 2013)

Teaching requires improvement because it is not securing good enough progress for all pupils in mathematics. In a significant proportion of mathematics lessons in Years 5 and 6, teachers' expectations of what pupils can achieve are not high enough, so work is not sufficiently challenging and does not closely enough match the needs of all pupils.

Pupils' overall achievement requires improvement because they are not reaching the expected standards and do not make good enough progress in mathematics.

Not all teachers consistently check how well pupils are doing in mathematics lessons and, where this occurs, the most able pupils spend too long on tasks that they find too easy and the less-able pupils are not supported properly.

The checks made on the quality of teaching lack some rigour because they are not closely enough focused on pupils' learning and progress in lessons and overtime.

The marking of pupils' work in mathematics is not consistently effective in helping them to understand how to improve further.

Children make good progress in the Early Years Foundation Stage and pupils in Key Stage 2 do well in English. There is improvement evident in Key Stage 1 pupils' acquisition of basic skills.

Leaders have worked successfully to improve attendance and pupils' behaviour in lessons and around school. Pupils behave well and are respectful and courteous to one another. This helps to create a calm atmosphere in which pupils feel safe and enjoy coming to school.

What does the school need to do to improve further?

Improve the quality of teaching, most particularly in mathematics, so that it is at least good throughout the school with a proportion that is outstanding by:

- ensuring teachers regularly check pupils' progress in lessons and adapt their teaching to suit pupils' needs in order to help move pupils' learning on more rapidly
- using assessment more carefully to ensure lessons are planned to challenge all pupils, in particular the most-able pupils, and to better support those middle- and lower-ability pupils who find learning difficult
- ensuring marking and feedback is consistently used to show pupils what they need to do next to help them to improve
- ensuring all teaching assistants have sufficient subject knowledge to effectively support groups of pupils in mathematics.

Raise standards and accelerate progress in mathematics, especially in Years 5 and 6, by:

- ensuring pupils are more secure in their basic skills and knowledge
- creating more opportunities for pupils to apply their numeracy skills in other subjects
- using the available resources properly and planning lessons which challenge pupils and match their needs closely, including the needs of those pupils for whom the pupil premium funding provides support.
- Improve the effectiveness of leadership and management by:
- ensuring that the quality of teaching is judged against national standards and that teachers receive more specific pointers about how to improve their practice
- focussing more on pupils' progress in lessons and over time, particularly in mathematics, when checking on the quality of teaching improving the accuracy of the school's view of its own

performance and using more detailed plans for improvement which have success criteria closely linked to pupils' outcomes.

18. Christ Church Upper Armley CE VC Primary School

Grade 2 (July 2013)

Many children start school with skills and knowledge below those generally expected for their age. From their relatively low starting points they make good progress in their learning.

The quality of teaching is good. This, combined with effective care given by staff to pupils, is the main reason for pupils' good progress.

Behaviour is good. Pupils feel safe and behave well in lessons and around the school. Incidents of challenging behaviour are extremely rare but, where they occur, they are dealt with expertly by teaching and support staff.

The school provides a stimulating curriculum for pupils, which ensures they enjoy school.

The governing body is well aware of the school's strengths and where improvements need to be made. Governors are beginning to challenge senior and middle leaders well.

School leaders' positive actions show their ambition for the school to improve. Teaching and achievement are monitored closely and are improving. The school is in a good position to move forward.

Teaching is not yet outstanding and a small amount of teaching requires improvement.

Tasks do not always meet the needs of all pupils. Some tasks fail to capture pupils' enthusiasm and are not hard enough for the more-able pupils, especially in writing.

Teachers do not have opportunities to share outstanding practice.

School leaders and governors do not consistently make the best use of available data to identify weaknesses amongst different groups of pupils.

What does the school need to do to improve further?

Raise the quality of teaching to outstanding and increase the rate of pupils' progress, especially in writing, by making sure that teachers:

- provide pupils with work that is more stimulating and challenging so that a greater proportion achieve higher levels, especially in writing
- use information from assessments carefully so that the work set meets the needs and abilities of all pupils, especially the more-able
- have ample opportunities to observe outstanding practice in order to embed these skills into their own practice.
- Improve leadership and governance in order to raise the performance of all pupils by:
- ensuring leaders make better use of available data to ensure all groups, especially the more-able pupils, progress equally well
- identifying fluctuations and trends in the achievement of different groups in order to implement changes where necessary.

19. Christ the King Catholic Primary School

Grade 3 (October 2013)

Although beginning to improve, pupils' progress and attainment over time across Key Stage 2, particularly in mathematics, have not been as good as they should have been. Attainment by the end of Year 6 is broadly average. Achievement across Key Stage 2, therefore, requires improvement.

Since the previous inspection, teaching has not been good enough to ensure that pupils in Key Stage 2 make good or better progress. On occasions, pupils receive work which is too difficult for some and

too easy for others. Methods to reinforce pupils' skills in writing and mathematics are not fully effective and pupils do not always have enough time to reflect on their learning.

As a result of good teaching and learning in the indoor Reception area, children continue to make good progress in all areas of learning.

Pupils' achieve well in Key Stage 1 and attainment in both English and mathematics has risen. Pupils read with confidence.

Pastoral care is a major strength and teaching assistants support pupils with skill and sensitivity. Opportunities for staff to share their classroom skills with others across the school are not fully developed. In addition, 'coaching', to provide staff with advice on how to improve their classroom practice, is not embedded.

Links with other schools in the area, including liaison with nursery settings, are not as extensive as they could be.

The outdoor environment in reception is not stimulating enough to enable children to improve their language skills through imaginative play.

Members of the governing body do not yet have a sharp enough awareness of the school's performance in all areas to enable them to challenge the leadership with required rigour.

The family support worker has a positive impact on the well-being and self-esteem of pupils and their families. Pupils are proud of the school, feel safe and behave well.

The committed headteacher, well supported by the talented deputy headteacher, knows the school well and has ensured that teaching is improving, and that pupils' achievement across Key Stage 2 is beginning to accelerate.

What does the school need to do to improve further?

Continue to improve teaching and learning in order to raise pupils' attainment further by:

- giving pupils more opportunities to share their ideas with each other before they put pen to paper ensuring calculation problems in mathematics are more closely linked to real-life situations
- ensuring pupils are given work which is consistently linked directly to their abilities and learning needs
- making sure teachers allow pupils to reflect on their learning at the end of lessons,
- where this is needed giving staff more opportunities to share best classroom practice across the school placing 'coaching' arrangements, through which staff are given advice on how to improve their classroom practice, on a more formal footing
- creating a more stimulating environment in the outdoor Reception area, to provide children with opportunities to extend their language and communication skills, including vocabulary, through imaginative play.

Improve the impact of leadership and governance on pupils' achievement by:

- liaising more regularly with the increasing number of Nursery settings, in order to gain an even more accurate view of children's skills and knowledge on entry to the Reception class extending the links between the school and other schools in the locality, so that teachers can learn even more from each other
- ensuring that the governing body has a sharper awareness of the school's performance in all areas of its life, in order that it can challenge the leadership with the requisite rigour.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

20. City of Leeds School

Grade 3 (April 2013)

Teachers are not making enough use of information about students' progress to plan the right level of work for each individual.

This means that students of different abilities do not always get off to a flying start in lessons.

There is variation in the progress made by different groups of students in and across year groups and subjects. Students who are supported by the pupil premium, in particular, do not make as much progress as others.

Not all teachers pay enough attention to improving students' writing in every subject.

Leaders are not using information about students' progress well enough to accelerate the achievement of different groups of students.

Not all heads of subject plan carefully enough for future improvements, particularly for younger students.

Students from many different backgrounds feel safe and happy in school. They get on well together and the community is cohesive and harmonious. Students behave well in class and around the school. This supports their learning a great deal.

The principal has boundless energy and has brought about swift improvements in teaching and students' achievement. As a result, more than half the teaching is good or better and students' reading is improving.

Students who have recently arrived in the country and their families are supported with compassion and care. Their skills and needs are quickly assessed. This helps students to settle in quickly and focus on their work.

Members of the interim executive board keep a steely eye on the improvements to the school and how well teaching is rewarded. They have high expectations and they have strong systems to check how well the school is doing.

What does the school need to do to improve further?

Improve teaching so that it is consistently good or outstanding by:

- ensuring all teachers use information about students' progress to plan work matched to the needs and abilities of each individual and groups of students
- making sure teachers always expect students to produce enough work at the right level, taking into account their starting points
- ensuring teachers give students plenty of high-quality opportunities to practise their writing and communication skills in all subjects.

Iron out the inconsistencies in the progress made by different groups of students in and across subjects and year groups, especially those who are supported by the pupil premium funding, by: improving the analysis of information about students' progress to support leaders, heads of subject and the interim executive board in checking on how well different groups of students are doing in each year and in all subjects ensuring subject leaders link their planning to the school's priorities and that they give as much attention to improvements in Key Stage 3 as they do for Key Stage 4.

21. Clapgate Primary School

Grade 3 (March 2013)

This is a school that requires improvement. It is not good because

Pupils' achievement is improving but it is not consistently good over time.

Attainment by the end of Year 6 is low in English and mathematics.

Teaching is improving but since the last inspection it has not been good enough to ensure that pupils make good progress.

Expectations of what pupils can achieve have not always been high enough.

The teaching of reading skills is not good enough in all classes.

In some lessons, the work that pupils are set is too easy or too difficult for them.

Pupils do not always have opportunities to respond to teachers' marking and improve their work.

In checking the school's performance, some leaders and managers are not linking the quality of teaching to the progress that pupils make well enough.

The school has the following strengths

Children in Nursery and Reception classes make good progress.
Leaders and staff are taking positive action to raise achievement and improve teaching.
Pupils behave well in lessons and around the school.
Pupils are considerate, polite, and relate well to others.
Pupils feel safe and well cared for.
Governance has been strengthened and is effectively holding the school to account.

What does the school need to do to improve further?

Ensure that all teaching is at least good and promotes good progress for pupils, by making sure that:

- teachers' expectations of what pupils can achieve are always high
- the teaching of reading is consistently good in all classes teachers always set tasks which are at the right level of difficulty for pupils
- pupils have opportunities to respond to teachers' marking and improve their work.

Accelerate pupils' progress in English and mathematics and raise attainment to average levels by the end of Year 6 by:

- extending opportunities for pupils to apply their reading and writing skills in subjects other than English
 - providing more opportunities for pupils to apply numeracy skills in other subjects.
- Strengthen leadership and management by ensuring that a range of evidence is used, particularly pupils' progress, when checking and judging the quality of teaching.

22. Cookridge Primary School

Grade 2 (October 2013)

Pupils' achievement in all areas of school has accelerated since the last inspection and is now good. As a result of an emphasis on improving teaching, pupils' progress in reading, writing and mathematics is improving apace and standards have risen.

Pupils of all abilities make good progress whatever their starting points. They achieve well in each key stage. More pupils now reach the level expected for their age at the end of Year 6, where standards are now broadly average.

Teaching is good, with some instances of outstanding practice. Teachers have high expectations, provide work that is well matched to pupils' varying abilities and activities that are motivating and challenging.

Pupils behave well, have very positive attitudes and attend school regularly.
Good support and care is provided for the few pupils who find behaving well difficult.

The curriculum provides a particularly strong emphasis on developing pupils' basic literacy and numeracy skills. This along with pupils' good behaviour, attitudes to learning and strong spiritual, moral, social and cultural development ensures that they are well prepared for their future.

The headteacher provides strong leadership.

Her drive, ambition and clear direction has been a key factor in the rapid improvements made. The senior leadership team has been strengthened and staff morale is high.

Teaching is improving rapidly through well-planned training and because teachers are held to account for the progress of their pupils.

Governors provide good support, are well informed about the school's performance and hold leaders and managers rigorously to account.

A small minority of teaching requires improvement. Occasionally, adults over direct lessons. Pupils are not always able to be independent enough. Lessons do not always move on at a pace that is just right for them.

Reading comprehension skills of some pupils are below those expected for their age.

Pupils' achievement in mathematics is sometimes hampered because their mental calculation skills are too slow.

Subject leaders do not yet make a full contribution to monitoring the quality of teaching.

What does the school need to do to improve further?

Improve the quality of teaching so that it is consistently good or better, and raise pupils' achievement further by:

- ensuring there is less teacher direction in lessons, in order for pupils to become even more independent in their learning and work at a pace that is just right for them
- further developing pupils' reading comprehension skills, particularly for older pupils
- improving pupils' mental calculation skills so that they are able to solve mathematical problems more effectively.
- further strengthen the overall good leadership and management by ensuring subject leaders are given the opportunity to monitor the quality of teaching more closely in their subjects so that they play an even stronger part in driving forward improvements in teaching.

23. Corpus Christi Catholic College

Grade 3 (June 2013)

Although improving, teaching does not ensure that students make consistently good progress in their learning, especially the most-able.

Consequently achievement requires improvement.

Marking in students' exercise books and feedback from teachers have limited impact in some subjects.

Teachers do not provide sufficient opportunities for students to work independently.

Some teachers do not use information about their students well enough to pitch work at the correct level.

Results in national examinations have fluctuated. Not enough students gain five or more A* to C grades including English and mathematics.

Students in KS3 make slower progress than those in KS4 and those in receipt of the pupil premium make less progress than that of their peers.

Some areas of the Governing Body's work require improvement.

The school has the following strengths

The promotion of students' spiritual, moral, social and cultural development is a strong feature.

Students' achievement in modern foreign languages is good.

The new headteacher is highly ambitious for the future of the school. Staff morale is high and teachers are well-motivated.

Improved checking of the quality of teaching and subsequent training for teachers has had a good impact on the quality of teaching in the school.

Students' behaviour is good in the classroom and around the school.

What does the school need to do to improve further?

Improve teaching so that a higher proportion becomes good or better by:

- ensuring that students develop their independent learning skills across all subjects
- ensuring that teachers check the progress of all students more regularly during lessons in order to challenge them more effectively, especially the most-able

- ensuring that comments in exercise books inform students what they should do to improve their work checking that students follow up on teachers' verbal and written feedback.

Raise attainment and accelerate progress more rapidly in English and mathematics in particular by:

- ensuring that students make more consistent progress across year groups
- ensuring that teachers use information about students' levels of attainment more effectively in the classroom to build on previous learning, including the most-able
- tackling identified underperformance amongst those students in receipt of the pupil premium earlier.

Ensure that leaders monitor the progress of students more closely in Key Stage 3 so that:

- the pace of progress matches that found in Key Stage 4 students in receipt of the pupil premium make similar progress to that of their peers.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

24. Corpus Christi Catholic Primary School

Grade 3 (January 2013)

Although pupils reach average standards in reading, writing and mathematics by the time they leave school, pupils in Key Stage 1 and those of higher ability could be doing better.

In some classes, pupils learn well and in others, they do not have enough opportunities to work things out for themselves.

Not all teachers use information about how well pupils are doing to plan work that is demanding enough.

Although the senior leadership team has improved aspects of the school, not all middle leaders' work has had the same positive impact.

Not all learning support assistants have clear targets to enable them to help pupils to make better progress in lessons.

Leaders and managers do not always make it clear to parents how they can be more actively involved in improving their children's learning and behaviour.

The school has the following strengths

Good provision in the Early Years Foundation Stage ensures that the youngest children make good progress.

The school takes great care of its pupils, especially those whose circumstances might put them at risk. Pupils are happy and say they feel extremely safe in the calm atmosphere of the school. They are very respectful to adults.

Senior leaders, supported by the governing body have done much to raise the achievement of Year 6 pupils in 2012.

The headteacher knows how to make the school better and together with senior leaders provides strong leadership.

What does the school need to do to improve further?

Raise the quality of teaching to consistently good or better by:

- ensuring that lessons allow pupils to add their ideas and to plan some of their own learning to reach the highest standards making sure that pupils take notice of the teachers' marking, make corrections and use this information in their future work.

Raise the attainment of pupils in Key Stage 1 and those of high ability by:

- ensuring that pupils in Year 1 and 2 receive the same high quality of support from senior

teachers as older pupils, particularly in writing

- ensuring that teachers use the information they have to plan work which is at the right level, particularly for the more able, in each lesson.
- Make sure every teacher plays a part in raising pupils' achievement by knowing how well pupils are doing in all subjects and monitoring much more carefully the progress of different groups, particularly those who are of high ability.

Improve leadership and management by:

- strengthening the robustness of the performance management of learning support assistants
- to identify specific targets to secure their positive impact on pupils' learning finding ways to seek parents' views so that they are able to play a more active part in helping to improve their children's learning and behaviour.

25. Drighlington Primary School Moorland Road, Drighlington, Bradford, West Yorkshire, BD11 1JY

Grade 2 (February 2013)

Pupils' achievement is good. Since the last inspection pupils' standards of attainment have risen and rates of progress have accelerated.

Children who start school in the Early Years Foundation Stage often arrive with levels of understanding and knowledge below those of others nationally. The attainment of pupils who leave in Year 6 is close to and often above national expectations. This represents good achievement for the majority of pupils.

Teaching is good overall. This is because teachers are good at using data to tell them what pupils need to learn next. Teaching assistants' time is also used well to support pupils and this results in pupils making good progress regardless of their level of ability.

Behaviour is good overall. Pupils show good attitudes in the classroom and are keen to learn. The vast majority of pupils spoken to both in meetings and on the playground said they felt safe in school and that incidents of bullying were dealt with effectively by staff.

Leaders and managers at all levels work closely together. Since the last inspection they have successfully improved many aspects of the school's performance including the quality of teaching. Their continued commitment to improving the achievement of all pupils shows their ability to make the school even better in the future.

Pupils' achievement in writing is not yet as good as that in reading and mathematics. This is because they do not have sufficient opportunity to produce long pieces of writing.

School leaders have yet to develop sufficiently good relationships with a very small group of parents who hold negative views about school

In a small number of lessons pupils spend too much time listening to teachers talk. This reduces the time pupils have to practise their skills. Pupils do not always get sufficient time to share their learning with teachers and other pupils at the end of lessons.

What does the school need to do to improve further?

Improve the quality of teaching to be consistently good or better by:

- increasing the amount of time pupils spend working independently in lessons ensuring that pupils have sufficient time at the end of lessons to share their learning experiences with others and the teacher.
- Improve pupils' achievement in writing by ensuring that they are offered more opportunities to undertake longer pieces of writing.
- Ensure that senior leaders take effective steps to improve the relationships with the very small number of parents who hold negative views about the school.

26. The E-ACT Leeds East Academy

Grade 4 (June 2013)

Students' achievement during the academy's first year was not good enough. In particular, they did not make enough progress in the core subjects of English, mathematics and science.

Too much teaching remains inadequate or requires improvement and there is not enough good or outstanding teaching to overcome students' past underachievement.

Teachers do not always get the best out of students because they do not provide them with enough challenge in their learning and work in lessons is not adjusted to meet the needs of students of different abilities.

The school has the following strengths

Following a long period of major organisational change, the academy now has a leader with a clear vision and strong drive to bring about more rapid improvement.

Self-evaluation is robust and accurate and leaders have used it effectively to start bringing about essential and urgent improvements.

Subject leaders vary in how effectively they work to raise achievement and improve teaching.

Behaviour is inadequate because in too many lessons students' low-level disruption slows the pace of learning. Behaviour policies are not always used robustly enough by all of staff and their expectations of students' conduct in the classroom are not always high enough.

Too many students have poor attendance and this prevents them from achieving as well as they should.

The sponsor has not closely monitored the work of the academy and has not provided support where required.

The sixth form requires improvement because progress in some subjects and courses is still not good enough and retention rates are low.

Recent improvements in staff professional development have begun to effectively support improvements in teaching.

Behaviour at social times and as students move from lesson to lesson is generally orderly and calm and students feel safe.

What does the school need to do to improve further?

Improve the quality of teaching so that it is always good or better in all parts of the academy, including the sixth form, by ensuring that:

- inadequate teaching is rapidly dealt with and the proportion of good or better teaching continues to increase
- all teachers have high expectations of students and use the information they have about their attainment to plan work that is challenging for all abilities
- students are given clear, regular and helpful feedback on their work, and the level at which they are working, so they understand how to improve
- all teachers expect the very best of students' behaviour and achievement in lessons and that
- they apply the academy's policy of sanctions and rewards consistently.
- Raise standards, especially in English, mathematics and science, by consistently setting and meeting targets based on students making at least three levels of progress between Years 7 and 11.
- Improve attendance in all year groups, including in the sixth form, so that it is at least in line
- with the national average.

Ensure that leaders at all levels implement the academy's detailed improvement plans rigorously, and that middle leaders thoroughly monitor and evaluate the impact of their actions on students' outcomes.

27. Farsley Farfield Primary School

Grade 2 (February 2013)

As a result of strong leadership by the headteacher, senior leaders and the governing body the school has successfully built upon the good outcomes reported in the last inspection report.

Pupils make good progress overall and achieve well.

The diligent tracking of pupils' progress and good plans for improvement are resulting in more pupils attaining higher standards in reading and mathematics.

Teaching is good overall. Most teachers carefully explain what is going to be learnt so that most pupils know exactly what to do and work with confidence.

Behaviour is good overall and is often exemplary in lessons. Pupils are polite and friendly.

Pupils say they feel very safe.

The curriculum has outstanding features and provides memorable opportunities that deepen pupils' learning.

It is not yet an outstanding school because

There is some teaching that requires improvement and there is not enough outstanding teaching across the school.

Teachers do not always plan well enough for the less-able pupils. This means that they do not always make as much progress as their classmates do.

Teachers' marking does not always tell pupils how to improve their work.

Pupils' work in books is often untidy.

Teachers give pupils targets to improve their next steps in writing but do not make sure that pupils use them at all times and in all subjects.

What does the school need to do to improve further?

Improve the quality of teaching so that it is consistently good and a greater proportion of teaching becomes outstanding by:

- ensuring that teachers use their assessments more effectively to plan work that is at the right level of difficulty, especially for the less-able
- planning lessons so that pupils are actively involved and can complete their work and spend less time listening to the teacher
- ensuring that teachers' marking always informs pupils of their next steps in learning and that pupils are given sufficient time to respond to this in their next piece of work.

Raise standards in writing to match those for reading by:

- ensuring that targets for less-able pupils are sharply focused and build on their existing skills
- ensuring that all pupils use their targets when writing in other subjects such as history and geography
- ensuring that teachers have higher expectations about the standard of presentation of pupils' work.

28. Farsley Springbank Junior School

Grade 2 (April 2013)

Achievement is outstanding throughout the school in reading, writing and mathematics, for all pupils regardless of ability or background.

Highly skilled senior staff provide outstanding specialist support for Year 6 pupils in English and mathematics to enable a significant proportion to reach the highest standards.

Disabled pupils and those with special educational needs receive excellent support, particularly from the caring and highly competent learning support assistants.

Pupils' behaviour in lessons and around the school is outstanding. They are polite and highly respectful to staff. Pupils feel very safe and their care for one another helps to create a calm atmosphere across the school.

Activities and subjects, including the study of philosophy, are linked together in highly creative and stimulating ways to develop pupils' curiosity and improve their achievement.

Systems for checking and promoting the quality of teaching are extensive and highly effective. Rigorous evaluations of performance, coupled with regular opportunities for staff training, ensure the quality of teaching continues to improve.

School leaders, staff and governors are an exceptionally strong team. They have an extremely clear view of what the school is capable of and how to get it there. The drive for excellence in all areas of the school's work is relentless.

It is not yet an outstanding school because

There is not yet enough teaching that is consistently outstanding.

Teachers do not plan enough opportunities for pupils to work things out for themselves.

Pupils' work is marked regularly, but teachers

and their assistants do not always make it sufficiently clear what pupils have done well and how they can make it even better.

What does the school need to do to improve further?

Eliminate the remaining inconsistencies in teaching in order to improve its quality to outstanding by:

- making sure that all teachers use the extensive information about pupils' progress to plan more opportunities for them to work things out for themselves, and enable them to reach the highest standards in all lessons
- improving the quality of marking so that pupils are clear about how to improve their work and can make appropriate corrections.

29. Horsforth Featherbank Primary School

Grade 1 (February 2013)

Pupils make outstanding progress in learning to read, write and in mathematics. The school's many exciting activities enable them to use these skills in different subjects. Rapid progress is sustained throughout the school, so that by Year 4 many pupils are working at levels well in advance of their age.

This is the result of outstanding teaching.

Activities are carefully chosen which meet pupils' needs exactly and captivate their interest.

Pupils' behaviour is outstanding. They are extremely polite and friendly. Pupils show immense pride in their achievements because these are praised and celebrated by adults.

Older pupils provide excellent models to younger ones. Pupils say that they feel very safe.

The school's curriculum is very rich, especially in science, art and music. Although pupils are skilled in using information and communication technology (ICT), this is not always used to full effect to extend their reading and writing skills.

Children make an exceptionally good start in the Reception class and gain great confidence.

The headteacher and the governing body have maintained the outstanding aspects of the school's work since the previous inspection and have further improved teaching and pupils' progress.

What does the school need to do to improve further?

Increase pupils' use of ICT, so that they further extend their reading and writing skills, by:

- providing more opportunities for pupils to find things out for themselves enabling pupils to find different ways to present their work.

30. Fountain Primary School

Grade 2 (November 2013)

Pupils achieve well over time and make good progress in reading, writing and mathematics from their different starting points.

The quality of teaching is good and there are now examples of outstanding practice.

Teachers have good relationships with their pupils. They have a thorough knowledge of the subjects they teach and often use resources creatively to support pupils' learning.

Pupils' behaviour around school is good and their positive attitudes to learning are a significant factor in the good progress they make in their lessons.

Attendance has improved every year since the time of the last inspection and is now above average.

Pupils are rarely late for lessons, feel safe and enjoy all that this improving school has to offer.

The headteacher and senior leaders have worked successfully to drive improvements in the quality of teaching and to raise pupils' achievement.

There is a strong commitment from all staff, leaders and governors to improve this good school still further.

The proportion of outstanding teaching is not high enough to result in all pupils making rapid progress.

The level of challenge in some lessons is not consistently high enough for all groups of pupils. This limits the progress made by some of the most-able pupils.

Improvements to pupils' achievement in writing have not been as rapid as improvements in reading and mathematics. As a result, the proportion of pupils exceeding expectations in writing is close to the national average but not above.

Occasionally, teachers do not check pupils' understanding thoroughly enough during lessons. As a result, those who are capable of more are kept waiting for others to catch up.

The quality of marking is not consistently outstanding, which limits the progress pupils make in some classes.

What does the school need to do to improve further?

Increase the proportion of outstanding teaching, by:

- ensuring tasks are always challenging for all pupils, particularly the most -able, so they make rapid progress from the start of every lesson
- checking more carefully on pupils' progress through lessons to ensure those who have understood the task move on more quickly.

Raise achievement in writing still further, to match that of reading and mathematics, by:

- providing pupils with more opportunities to develop their grammar, punctuation and spelling skills across the curriculum
- improving consistency in the quality of marking so all pupils benefit from the many examples of best practice seen in the school.

31. Gildersome Primary School

Grade 2 (March 2013)

The quality of teaching and learning is good and some is outstanding and as a result, pupils make good progress overall during their time at the school.

From low starting points, almost all pupils reach the levels expected for their age at the end of Year 6 and overall their attainment is above average.

Pupils with special educational needs and those eligible for the pupil premium make good progress because they are effectively supported.

Behaviour is good. Pupils are friendly towards one another and they feel safe in school. One pupil commented on the respect adults and pupils show one another.

Leaders and managers have had a strong impact on improving teaching and pupils' achievement. Hence, the school has made overall good improvement since the last inspection.

Governors offer good support and challenge and ensure that the pupil premium funding is spent effectively.

Some teaching in Key Stage 1 and Early Years Foundation Stage is not as strong as in other parts of the school. As a result, some pupils in these year groups, particularly the more able, do not make as much progress as they could.

Children in the Early Years Foundation Stage are not always encouraged to work on their own at tasks that excite them. As a result, some children do not make as much progress as they should.

As a result of the relative weakness of the leadership of the Early Years Foundation Stage, there is some lack of consistency in both the children's achievement and in how they are taught.

What does the school need to do to improve further?

Further improve teaching to be consistently good or better throughout the school in order to improve pupils' progress to outstanding by:

- ensuring that work is always set at the correct level for pupils, especially for the more able in writing in Key Stage 1 improving pupils' handwriting in the Early Years Foundation Stage, especially in the Reception classes, accelerating children's progress by ensuring that the outdoor area is better used and that teaching always captures children's interest, is brisk and allows children to become more independent
- providing training for learning support assistants to enable them to be more effective in lessons
- sharing across the school the excellent practice seen in some classes.

Further strengthen leadership and management by:

- ensuring the Early Years Foundation Stage is effectively led so that there is a greater consistency in children's progress and in teaching in this key stage
- shortening the school's development plan and being clearer about how the success of actions taken to improve things will be measured.

32. Great Preston VC CofE Primary School

Grade 4 (January 2013)

Pupils' achievement is inadequate because teaching is not good enough to ensure they make sufficient progress from their starting points.

Overall standards are below average and not high enough given pupils' starting points, particularly in writing, because pupils have insufficient opportunities to write at length.

Teaching over time is inadequate; recent improvements have not been in place long enough to have had significant impact on raising standards.

The more-able pupils, in particular, do not always have work that stretches them enough.

While school leaders are now tackling weaknesses in teaching effectively, they are not doing enough to ensure that teachers' assessment of pupils' progress is accurate and that all pupils are challenged fully.

Subject leaders are not involved enough in checking that classroom practice is consistently good.

The governing body is very supportive of the school, although it does not hold senior managers closely enough to account for pupils' achievement.

The school has the following strengths

Leaders have made an effective start to tackling weaknesses in teaching. As a result the proportion of good teaching has increased this academic year and some pupils are making good progress.

Pupils with special educational needs and those known to be eligible for pupil-premium funding make expected progress because of the support they receive.

Behaviour is good. Pupils are kind and friendly and they enjoy school. They form good relationships and so feel safe and happy here.

The school has worked hard to improve pupils' attendance; it is now above average. Team spirit among staff is good and all are committed to school improvement.

Parents are very supportive of the school.

What does the school need to do to improve further?

Improve teaching, so that it is at least good throughout the school, in order to rapidly accelerate pupils' progress and raise standards in mathematics and English, particularly in writing, by ensuring that:

- all teachers have high expectations of what pupils can achieve all pupils have work that is at the right level of challenge the more-able pupils are extended fully in their learning so they achieve as well as they should introductions to lessons are sharper so that pupils have enough time to complete their tasks teachers ask probing questions and give pupils more time to share ideas before they work independently teachers explain to pupils clearly what they are going to learn and how they will know they have succeeded teachers' marking provides pupils with clear and helpful guidance on how to improve their work and that pupils know how well they are progressing
- pupils have more opportunities to write independently and at length in literacy and other subjects
- children in the Early Years Foundation Stage have sufficient time to talk about what they are doing and to practise their writing.

Improve leadership and management so that school improvement is more effective and rapid by ensuring that:

- teachers assess pupils' progress accurately and that this information is used to plan work that challenges pupils to achieve their best targets for pupils are sufficiently challenging and that all teachers ensure pupils achieve these targets
- subject leaders are involved regularly in checking that classroom practice is consistently good the governing body has a clear and accurate view of the school's performance and uses this to hold senior leaders fully to account for their work.

33. Guiseley School

Grade 2 (November 2013)

Students achieve well and make at least good progress from their starting points across all key stages in the vast majority of subjects. The percentage of students attaining five or more GCSE A* to C grades, including English and mathematics, has been consistently above the national average and rose further in 2013.

All groups of students, including those who receive pupil premium funding, disabled students and those with special educational needs, make at least good progress. Gaps in attainment between different groups of students are narrow and closing further.

The leadership of the headteacher, senior leaders, subject leaders and governors is outstanding. They are relentlessly ambitious for their students to be successful, both academically and personally. As a result of their hard work, good achievement and good quality teaching have been maintained and several features of the school are outstanding. There is not a shred of complacency to be found. Behaviour and safety are outstanding.

Relationships are good-humoured and students show their maturity in the respect they show for one another and the pride they have in their school. Students have very positive attitudes to learning. They have a thirst for knowledge that is quenched regularly by the good and improving quality teaching they receive. The well-matched curriculum also caters for their needs and aspirations exceptionally well.

Students' spiritual, moral, social and cultural development and their physical well-being are supported very effectively. This contributes greatly to their success within a highly cohesive learning community that is becoming increasingly a 'thinking school'.

The sixth form is good. Teaching is of high quality and students' achievement has improved since the previous inspection.

A small proportion of teaching requires improvement and not enough is outstanding. Some teachers do not yet plan and teach lessons that challenge students of all abilities fully.

What does the school need to do to improve further?

Increase the proportion of teaching that is outstanding so that achievement improves and more students make rapid and sustained progress in their lessons, by:

- ensuring that all teachers have the same high expectations and match the work to the individual needs of students so that every student is challenged to and makes outstanding progress in relation to their different starting points in every lesson
- ensuring that every teacher strengthens students' understanding of their work and what they have to do to improve further through raising the quality of written and verbal feedback to that of the very best in the school.

34. Harehills Primary School

Grade 3 (September 2013)

During recent years, there has been a declining trend of attainment in reading, writing and mathematics in Key Stage 1 and in English in Key Stage 2.

The gap between the standards reached by pupils supported by the pupil premium and other pupils is still too wide.

The quality of teaching is uneven across the school. It is better in some year groups than in others. Teachers do not always insist upon the highest standards of which pupils are capable in reading, writing and mathematics.

Teachers' marking is not as helpful as it could be. Attendance is below average.

In some classes, pupils' attitudes to learning prevent them from making quicker progress.

Many leaders, including governors, are new to their posts and the results of actions they have taken to boost the school's performance are yet to be fully seen.

Leaders and teachers do not always use information about pupils' progress carefully enough in order to challenge underachievement or to plan learning tasks with precision.

Leaders and managers do not have a fully accurate picture of the quality of teaching across the school.

The school has the following strengths

Pupils who stay at the school for some years usually make expected or better progress.

It is a happy and cohesive community that embraces a wide range of cultures and languages. The school's ethos promotes diversity and the spiritual, moral, social and cultural development of pupils.

Almost all pupils are well behaved, polite, respectful and willing to learn.

Governors, parents and teachers work well together to help pupils stay safe.

Well-established partnerships with other schools and the community allow good practice to be shared and developed.

Children are given a good start to their education in the Early Years Foundation Stage.

What does the school need to do to improve further?

Improve the quality of teaching by ensuring that:

- teachers have higher expectations for individuals and groups work is better matched to the needs of individuals and groups
- marking and feedback are sufficiently informative for pupils to understand what they need to do to improve
- the best practice in school is used more effectively to increase the proportions of good and outstanding lessons.

Build upon the improving picture of achievement by making sure that:

- teachers build upon pupils' learning, especially in basic skills such as reading and writing
- assessment information is used more rigorously to identify underachievement and to plan more precise learning tasks.

Ensure that leaders and managers have a more accurate picture of the overall quality of teaching and learning throughout the school by ensuring that:

- new leaders make teaching and learning better by making more effective use of assessment information.
- closer checks are made on the progress of those pupils known to be eligible for support through the pupil premium
- strategies to challenge absence are improved so that the number of pupils who miss school too often is reduced.
- An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

35. Hillcrest Primary School

Grade 4 (January 2013)

Pupils' achievement in Key Stage 2 is inadequate. This is because the quality of teaching over time in Key Stage 2 is inadequate and is not ensuring pupils learn at a good enough rate.

Teachers in Key Stage 2 do not always use their assessments well enough to provide work that closely matches pupils' abilities and needs. More-able pupils do not always have work that stretches them.

Standards are well below average by the end of Year 6. Many pupils have underdeveloped speaking skills, making it hard for them to express their ideas and to write at length. Pupils' recall of number facts is slow. Many find it hard to solve number problems.

In the Early Years Foundation Stage, not enough is done to help the children develop their speaking, reading, writing and mathematical skills when they are working by themselves. The outdoors is not used effectively to help children learn successfully.

Subject leaders do not do enough to check how well their subjects are being taught and weaker teaching has not been addressed quickly enough.

Pupils' behaviour requires improvement because new approaches to the management of pupils' conduct are inconsistently applied by staff.

Attendance levels are improving but they are still too low.

The curriculum does not give pupils enough time to practise their skills in speaking, writing and mathematics.

The school has the following strengths

The current senior leaders, including governors, have assessed what needs to be done and have brought about important improvements. For example, the proportion of good teaching is beginning to rise. Pupils are making better progress than previously.

Systems to check frequently on pupils' progress are making teachers more accountable for their own performance.

An intensive training programme, delivered by local authority advisers, is enabling staff to provide an effective approach to teaching the links between letters and sounds. This is securely speeding up pupils' progress in reading and writing in the Early Years Foundation Stage and in Key Stage 1.

What does the school need to do to improve further?

Eradicate the inadequate teaching in Key Stage 2 and improve the quality of teaching further throughout the school so that it is at least good, by:

- using information about pupils' progress more thoroughly so that all pupils have work set at the right level for their abilities
- ensuring that more-able pupils are given work that makes them think hard so that they achieve as well as they should
- making sure that teachers' marking tells pupils how to improve their work and that the marking policy is applied consistently across all classes
- ensuring that teachers plan sufficient time in lessons for pupils to complete their work improving teachers' mathematical knowledge so that they are able to explain mathematical ideas more clearly to pupils consistently applying the behaviour policy in classrooms and around the school.

Accelerate pupils' progress further in English at Key Stage 2 and in mathematics throughout the school, by:

- ensuring that the faster progress that pupils are now making in reading and writing in Key Stage 1 is sustained and is successfully built upon in Key Stage 2
- providing a carefully planned approach to the development of pupils' speaking skills, particularly in Key Stage 2, through interesting activities such as group-work, reporting and drama
- providing better opportunities for pupils to improve their skills in reading, writing and mathematics by practising them in other subjects, as well as providing more opportunities for pupils to work on longer pieces of writing
- planning frequent opportunities for pupils in Key Stages 1 and 2 to practise the rapid recall of number facts and to use these when solving problems.

Improve the provision in the Early Years Foundation Stage, by:

- ensuring that the teachers plan and effectively deliver activities that develop children's
- confidence as speakers
- providing activities that enable children to practise and develop their skills in reading, writing and number when they are working by themselves using the outdoors area more effectively to promote better learning.

- Develop the effectiveness of leadership and management further, by:
- ensuring that new initiatives, such as strategies to manage pupils' behaviour, are consistently followed by all teachers
- developing the roles of subject leaders so that they have a greater impact on improving the quality of teaching and play a more active part in checking on pupils' progress in their subjects.
- Raise attendance rates and reduce lateness by providing further incentives to encourage pupils to attend school regularly and arrive punctually each day.

36. Holy Rosary and St Anne's Catholic Primary School

Grade 2 (February 2013)

Children get off to an excellent start in the Early Years Foundation Stage. They make rapid progress from generally very low starting points.

By the end of Key Stage 2, nearly all pupils make the progress expected of them in English and mathematics. The proportion making better progress than this is rising and compares favourably with national figures.

Pupils known to be eligible for the pupil premium and pupils who are disabled or with special educational needs also make good and improving progress because of the effective support they receive.

The pastoral support team provides excellent care and support for all pupils and their families, especially for pupils who join the school at other than normal times and the large number of pupils that speak English as an additional language. As a result, they also make good progress.

Pupils behave well. They say that behaviour has improved greatly in recent years. They feel very safe in school. Attendance is consistently above average.

The headteacher provides very strong and determined leadership. She is supported well by other leaders and managers and by a knowledgeable and challenging governing body. There is a crystal clear vision of how successful the school can be. It is based on a relentless and highly effective drive to improve the quality of teaching and achievement.

It is not yet an outstanding school because

Although teaching is good with some that is outstanding, not enough is yet outstanding to take achievement to the next level.

What does the school need to do to improve further?

Increase the proportion of teaching that is outstanding and thus raise achievement further by:

- making sure that the work pupils are given in some lessons is neither too easy nor too hard
- sharing outstanding practice more regularly and effectively
- ensuring that teachers explain routinely important new words clearly at the start of each lesson and check pupils' understanding before pupils tackle work on their own
- making sure that teachers use questioning consistently well to encourage pupils to give extended answers and develop their speaking skills further.

37. Horsforth School

Grade 2 (December 2013)

The sixth form is outstanding, as demonstrated by students' outstanding achievement.

The behaviour of students is outstanding because they listen exceptionally well in lessons and are keen to produce their best work.

Attainment at the end of Key Stages 3 and 4 in English and mathematics is above average and has improved since 2012.

Most students make faster progress than students nationally because the school checks constantly that they are learning successfully and, if not, provides additional teaching.

Teaching is good and a small minority is outstanding, so most students make good progress in a range of subjects.

Most teachers make sure that most students maintain the best standards in their work and arrange extra teaching if students' progress falters.

Students show respect for each other and for adults in the school. A very large majority of students say they feel safe and secure in the school.

Leaders and managers are clear about how to improve the learning of most students in the school. They have high expectations of the effort students make in lessons and make sure students who fall behind are given extra help.

Leaders, managers and governors have improved teaching in the last year so more students have made better progress.

It is not yet an outstanding school because

Students supported by pupil premium funding do not attain the standards reached by most students in the school.

Feedback to students by teachers about their written work varies and not enough teachers give clear and specific suggestions about how students can improve.

Leaders and managers need to further improve the teaching of students supported by pupil premium funding so their progress matches that of all students in the school.

What does the school need to do to improve further?

Increase the proportion of good and outstanding teaching which accelerates the progress of students, particularly those supported by the pupil premium funding, by:

- planning tasks and activities closely matched to the starting points of students in the lesson
- making sure teachers monitor the progress of students supported by the pupil premium funding during lessons as well as over time
- closing the attainment gap between those supported by pupil premium and their peers
- giving students more precise feedback on their written work so they know which aspects of their learning they have mastered and making specific suggestions about what they need to do to reach the next stage in their learning.
- Ensuring all leaders and managers, including subject leaders, accurately evaluate the progress of students supported by pupil premium funding in lessons and make sure teaching in all subjects is carefully planned to increase the progress of this group of students.

38. Horsforth Newlathes Primary School

Grade 2 (January 2013)

This is a happy school where pupils flourish in an atmosphere of mutual respect and staff work very hard to help pupils do well.

The passion, drive and enthusiasm of the headteacher and deputy have ensured that the change from a junior to a primary school has been a smooth one.

Leadership and management, including the governors is good and managers at all levels work well together and regularly check how well pupils are learning and being taught.

Pupils make good progress as they move through the school and achieve above average test marks in mathematics and English although their achievement in writing is not as strong as it is in reading.

Children who enter the Early Years Foundation Stage receive an excellent start to their education as a result of the stimulating teaching and high levels of care they receive.

Across all years teaching is consistently good with some that is outstanding. Lessons are usually exciting and challenging, but occasionally the most-able pupils are not given harder work to do.

There is a strong sense of community in the school. Pupils' behaviour and attitude to learning are outstanding. They feel very safe and secure and enjoy coming to school with the result that attendance is consistently above the national average.

It is not yet an outstanding school because

Teaching is good rather than outstanding.

Achievement in writing is not as good as it is in reading and mathematics.

What does the school need to do to improve further?

Improve teaching from good to outstanding by:

- improving the pace of learning in some lessons by teachers giving pupils more chance to work things out for themselves ensuring that the work given to the most-able pupils is always hard enough.
- Ensure that pupils achieve as well in writing as they do in reading and mathematics by:
- ensuring that pupils make full use of the advice for improvement given in their marked work in order to improve their writing skills
- increasing the opportunities for writing at length in all of the subjects they study.

39. Hunslet St Mary's Church of England Primary School

Grade 2 (November 2013)

Pupils are polite, well behaved and welcoming. They feel safe and are a credit to the school, which works relentlessly to ensure a happy, thriving community.

Pupils achieve well. They make good progress from often very low starting points and by the end of Year 6 reach broadly average standards in English and mathematics.

Disabled pupils and those with special educational needs are effectively supported and achieve well at individual levels.

Teaching is good and sometimes outstanding because all adults are skilled in planning interesting and appropriate learning activities for most pupils.

All leaders have a drive to improve the school even further, working successfully together to continually reshape plans to meet the changing needs of the school, and to enhance the quality of teaching and pupils' achievement.

Parents value the school because of its caring, nurturing ethos.

It is not yet an outstanding school because

The most-able pupils are not always given sufficient challenge in some lessons.

In Reception and Key Stage 1, the speed of boys' learning is yet to match that of the girls.

Marking is not always as helpful in some classes as in others.

Governors, many of them new to post, have yet to deepen their understanding of pupils' performance data.

What does the school need to do to improve further?

Further increase the pace of progress for pupils, particularly the most able and some boys in the Reception Year and Key Stage 1 by:

- focusing more closely upon the development of basic skills in literacy and numeracy sharing the best practice in marking and feedback so that pupils know precisely how to improve their work
- providing greater opportunities for pupils to apply mathematical skills to problem solving and higher order comprehension skills.
- Ensure that governors are given opportunities to further develop their understanding of the data relating to pupils' attainment and progress by undertaking appropriate training that will help them to question the progress of all groups of pupils more sharply.

40. Ingram Road Primary School

Grade 2 (March 2013)

The local community can be very proud of the school because it is passionate about education and its role in raising young people's ambitions.

Pupils from a wide range of different backgrounds get on very well together.

Teaching is good. Lessons are interesting with a wide variety of learning activities. Classrooms celebrate pupils' work and provide exciting environments in which to learn.

School leadership, including governance, is good. The headteacher, deputy headteacher and Early Years Foundation Stage leader have driven significant improvement since the previous inspection.

Pupils' spiritual, moral and social development is strong as a result of the rich and varied range of experiences provided by the school.

From starting points that are much lower than those expected for their age, pupils make good progress as they move through the school.

There is a strong sense of community in the school. Pupils are proud of their school. They feel very safe and secure and now attend more regularly than in the past.

Children who enter the Early Years Foundation Stage receive a good start to their education, as a result of the imaginative teaching and high levels of care they receive.

Pupils who enter the school at the early stages of learning English as an additional language and those pupils supported by the pupil premium make as good, and sometimes better, progress than their classmates.

The school works effectively with parents to help them support their children to do well in school.

Not enough teaching is outstanding and there is a small amount of teaching that still requires improvement. In some lessons, pupils are not always given hard enough work to do. At other times, pupils are required to listen too long to the teacher before working by themselves or with other pupils.

Although progress in writing is good, it is not as strong as in reading or mathematics.

What does the school need to do to improve further?

Improve the quality of teaching and accelerate pupils' progress, especially in writing, so that they are both outstanding overall by:

- ensuring the work given to the most able is always hard enough and that pupils always move quickly enough to working by themselves or with others
- providing more opportunities for pupils to improve their work, particularly in writing, in response to teachers' comments in their books increasing opportunities for pupils to write at length in all subjects, not just in literacy.

41. Ireland Wood Primary School

Grade 2 (July 2013)

Pupils make at least good progress from very low starting points. When they leave school in Year 6 the vast majority of pupils reach the standards that are expected for their age in reading, writing and mathematics.

Teaching is good because teachers are very skilled at preparing lessons which cater well for every pupil, especially those with special educational needs and those for whom English is an additional language.

Great attention is paid to pupils' well-being.

Pupils are very happy and eager to learn and their behaviour is outstanding. Parents and pupils are confident that everyone in the school goes to great lengths to ensure pupils' safety and they care for them exceptionally well.

In this highly inclusive school, all pupils are given rich opportunities through a stimulating curriculum which promotes their spiritual, social, moral and cultural development exceptionally well. Pupils are provided with plenty of educational visits and entertaining visitors.

Pupils with physical disabilities are able to go donkey riding and enjoy hydro and rebound therapy at the local high school.

This is an improving school. The headteacher and governors lead the school well. They share a common purpose to improve academic standards and enrich pupils' lives. As a result teaching and achievement have improved since the previous inspection and standards of care have been developed to an exceptionally high level.

The sharing of best practice with other schools in the Trust is helping pupils to do even better.

It is not yet an outstanding school because

Not enough teaching is yet of an outstanding quality to enable more of the higher-ability pupils to do even better than they are expected to do for their age.

Although there have been recent improvements in rates of progress in mathematics, these improvements are not as well established as they are in reading and writing to be sure that they will be maintained and further developed.

What does the school need to do to improve further?

Ensure the recent improvements in the standards reached in mathematics are sustained by: further developing partnership work with other schools sharing best practice in the teaching of mathematics within the school.

Improve the quality of teaching so that more of it is outstanding and results in more pupils doing better than expected by:

- providing higher-ability pupils with work that is hard enough so that more of them are able to make better than expected progress and achieve at higher levels
- raising teachers' expectations of what these pupils can achieve expecting them to work more independently
- regularly allowing them to research and find things out for themselves in lessons
- building on the excellent marking to give pupils opportunities to consider and act on teachers' suggestions to improve their work.

42. Iveson Primary School

Grade 3 (May 2013)

Too few pupils are working at the appropriate level for their age or are making progress at a better than expected rate.

Children in the Early Years Foundation Stage are not making progress rapidly enough, especially in developing their speaking and listening skills.

Teaching is not always planned well enough to meet the learning needs of all pupils.

Teachers do not sufficiently check pupils' progress during lessons in order to alter the level of challenge as required.

Too many pupils cannot work independently without an adult being with them and this leads to some low-level silly behaviour.

The pace of school improvement is not as fast as it could be because leaders do not identify and tackle weaknesses with sufficient precision and rigour.

The monitoring of teaching does not lead to support and guidance to help teachers improve their lessons to a consistently good quality.

The school has the following strengths

Pupils' achievement in English and mathematics has improved to the extent that the school no longer gives cause for concern.

Well-planned extra support means that groups of pupils with additional needs make progress at the same rate, and often better, than other pupils.

Persistently inadequate teaching has been removed in the past year.

New teachers have settled in quickly and are showing a strong commitment to raising standards.

The assessment of pupils' progress and learning needs has improved significantly and is now very useful to teachers.

Pupils' attendance has improved significantly in the last year from very low to being in line with the national average.

The headteacher uses performance management well to ensure that effective leaders are appointed and that they help to improve teaching across the school.

The governing body has become much more effective in evaluating pupils' performance and challenging the school to improve it further.

What does the school need to do to improve further?

Improve the quality of teaching in order to raise pupils' achievement to good, by:

- using information about pupils' progress more effectively to plan work at the correct level of challenge for all groups within the class regularly checking pupils' progress during lessons and providing more support or challenge when required increasing pupils' skills in working independently extending pupils' speaking and listening skills, especially in the Early Years Foundation Stage and Key Stage 1.

Improve leadership and management by:

- adopting a more probing approach to evaluating pupils' achievement and the quality of teaching so that there is a clear and detailed understanding of what the school must improve in order to become good
- stating frankly the key priorities for improvement in self-evaluation reports and setting out practical methods for tackling them without delay in the school improvement plan
- using self-evaluation reports and the school improvement plan to focus the work of all staff, governors and external partners on the key priorities for improvement
- ensuring that, following lesson observations, teachers are clear about any weaknesses in their
- practice and that they receive guidance and support to help remove these weaknesses.

43. Lady Elizabeth Hastings' C of E Primary School, Thorp Arch

Grade 3 (July 2013)

Achievement requires improvement because pupils do not make enough progress in mathematics by the time they leave at the end of Key Stage 2.

Teaching is not consistently good in mathematics. Lessons do not always move at a brisk pace and teaching assistants are not always deployed effectively.

In some lessons work given to the pupils does not always match their different needs and abilities.

Teachers have not yet benefitted enough from observing best practice within and beyond the school.

Marking does not consistently give pupils clear guidance on how they can improve their work and pupils do not always have quality time to follow up on the advice given.

The follow-up procedures relating to the checks on the quality of teaching lack rigour and, consequently, monitoring by leaders and managers is not having maximum impact on accelerating improvements in teaching.

The school has the following strengths

The headteacher, alongside all leaders and the governing body, has devised clear and focused development plans, and all staff are committed to driving school improvement.

An exceptionally good focus led by the leadership team has resulted in pupils reaching high standards in writing.

Behaviour is good and pupils feel safe because of their good spiritual, moral, social and cultural development.

Children in the Early Years Foundation Stage get a good start and they make good progress in all areas of development.

Pupils are motivated by the school's exciting curriculum and enjoy coming to school. This is seen in their above-average attendance.

Parents hold the school in high regard.

What does the school need to do to improve further?

Accelerate the progress in mathematics and improve the quality of teaching so that all is at least good, with more that is outstanding, by ensuring that:

- learning moves at a brisker pace so that all pupils are engaged in all

lessons teaching assistants are consistently deployed to fully support pupils' learning

- work given to pupils is matched more accurately to their different needs and abilities teachers continue to share best practice within and beyond the school
- marking gives pupils clear guidance on how they can improve their work and teachers give them quality time to act on the advice given.
- Strengthen leadership and management by ensuring that the monitoring of teaching and its following-up procedures are more rigorous.

44. Lawns Park Primary School

Grade 2 (December 2013)

Good teaching of English and mathematics means that pupils' attainment in these areas has strongly improved in recent years across the year groups. The progress of pupils in both subjects is good over time.

Leaders have worked effectively to improve the quality of teaching in all areas of the school to bring about stronger attainment and progress of pupils. They have created a curriculum which is rich and diverse and which allows pupils to regularly reinforce key skills in real-life situations. This means pupils are keen to learn and enjoy their classes.

The behaviour of pupils in lessons is good, as is their safety in school.

Children in the Early Years Foundation Stage make very strong progress.

The governors have a detailed and clear understanding of the school's strengths and where improvements are still needed. They challenge and support the leaders in school and can talk at length about the opportunities pupils have to support their spiritual, moral, social and cultural development.

The school enjoys positive relationships with parents and pupils say they are proud of their school. This is reinforced by the school's strongly improved attendance over the past three years and the pupils' excellent punctuality to school and lessons.

It is not yet an outstanding school because

Pupils' progress in mathematics is not yet outstanding compared with national figures.

The progress of the least able pupils is not as strong as the progress of other pupils in the school.

There is not yet enough outstanding teaching and a small minority of teaching requires improvement in relation to the consistency of support for the least able pupils.

The teaching of reading in Key Stage 1 requires improvement.

Behaviour around school does not always match the standard found in class.

What does the school need to do to improve further?

Ensure teaching is consistently good and more is outstanding to further improve the pupils' progress, particularly the progress of the least able pupils by:

- ensuring that all lessons include tasks which closely match the needs of all pupils, particularly the least able, and that support is given to these pupils to help them take part in all elements of the lesson so they can move their learning on
- ensuring that teachers consistently and regularly check pupils' understanding of what they learn and use this information to move their learning on or to reinforce key points where there are gaps in their knowledge and understanding.

Ensure that pupils in Key Stage 1 have a good understanding of letters and sounds so that they can move forward in their reading and have more opportunities to develop a passion for reading by:

- improving the teaching of letters and sounds so that the outcomes for pupils in the phonics check are stronger, pupils are better prepared for the next stage of their learning and they can read a wider variety of books
- improving and updating the resources in the library.
- Ensure that the high expectations of behaviour seen in classrooms are mirrored in the other areas of school by:
 - ensuring all staff, including those supervising at lunch and break times, implement the school's
 - behaviour systems on a consistent basis
 - increasing the pupils' access to playground equipment at break times so they are properly occupied and engaged during these times.

45. Lawnswood School

Grade 2 (October 2013)

The ambition and total commitment of the headteacher has raised the expectations of students and staff. This has resulted in significant improvements in the quality of teaching so that the school and inspectors judge more than three-quarters of teaching is now good or better.

Students' achievement is now good overall, especially in the sixth form, where students make strong progress from relatively low starting points and achieve above the national average. All aspects of provision in the sixth form are at least good and some are outstanding.

The school provides very good care and support for all students, particularly for those whose circumstances make them vulnerable. A range of effective strategies enable all students to feel safe and fully included in the life of the school. Care, guidance and support for students in the sixth form is particularly strong.

Behaviour in lessons and around the school is calm and orderly. Students appreciate the recent improvements and are keen to enjoy these better learning opportunities.

It is not yet an outstanding school because

There are pockets of underachievement in some subject areas. Not enough students are exceeding the expected progress in English and mathematics.

Some whole-school strategies designed to further improve the quality of teaching are not yet fully in place, for example, those aimed to develop numeracy.

What does the school need to do to improve further?

Ensure good achievement is sustained over time for all groups of students and in all subjects by:

- eradicating weaker teaching in some subjects at Key Stage 4, for example, in religious studies and design technology
- ensuring interventions in English and mathematics are precisely targeted so that every student
- makes at least expected progress and more students exceed expected progress.
- Further improve the quality of teaching by ensuring that equal attention is given to developing students' literacy and numeracy skills and by providing regular opportunities for students to think about what they are learning.
- Clarify the permanent roles and responsibilities of senior leaders, so that they are sharply focussed on further raising achievement and improving students' progress.

46. Manston Primary School

Grade 2 (February 2013)

Achievement is good and has continued to improve since the last inspection. This is because the hard work of the school's leadership team has improved standards of attainment and increased the speed of pupils' progress.

Children often start in Reception class with levels of understanding and knowledge below those expected for their age group. Pupils leave Year 6 with standards above those expected nationally. This represents good achievement for the majority of pupils.

Teaching is good overall because teachers are good at using data to tell them what pupils need to learn next. As a result, all groups make good progress.

Pupils' behaviour is good overall. Pupils show good attitudes in classrooms because learning is made fun and exciting. Pupils spoken to say they feel safe and that incidents of bullying are dealt with effectively by staff.

School leaders and managers form a cohesive team which has brought about much improvement since the last inspection. This includes the quality of teaching. Their continued commitment to improving pupils' achievement shows their ability to make the school even better in the future.

It is not yet an outstanding school because

Key Stage 1 pupils do not make as much progress as they should in developing early literacy skills, particularly in learning phonics (linking sounds to letters).

Marking does not yet give pupils sufficient guidance on how to improve the presentation of their work.

In a small number of lessons pupils spend too much time listening to teachers talk.

This reduces the time pupils have to practise their skills.

What does the school need to do to improve further?

Improve the quality of teaching from good to outstanding by:

- increasing the amount of time pupils spend working independently
- improving the quality of presentation of pupils' work by ensuring teachers give sufficient guidance to pupils on how to improve this aspect of their work.

Improve achievement in English by improving the progress of pupils in Key Stage 1 in developing early literacy skills, particularly phonics (linking sounds to letters).

47. Meadowfield Primary School

Grade 2 (March 2013)

From their very low starting points, pupils make good progress throughout the school. Achievement has improved significantly to good since the last inspection.

Pupils with special educational needs and those known to be eligible for the pupil premium make good progress because they are supported very effectively.

While overall standards in reading, writing and mathematics at the end of Year 6 remain below average, an increasing number of pupils attain the levels expected for their age.

Teaching is good. Effective action by leaders has resulted in significant improvements in teaching since the last inspection.

Behaviour is good. Pupils are courteous and kind. They form good relationships and so feel safe and happy at school. Improved attendance reflects that pupils enjoy school.

A strong drive by senior managers to establish a culture where expectations of pupils and staff are high has resulted in good teamwork; this is moving the school forward effectively.

Senior leaders, including the governing body, have a good understanding of how well pupils are achieving. This is used effectively to ensure that training and support for staff are strongly focused on raising pupils' attainment and progress.

It is not yet an outstanding school because

While the teaching is good, not enough is outstanding to drive progress at an even faster pace and make achievement outstanding.

Teaching in one or two classes is not consistently good and this is slowing the progress of a few pupils.

Occasionally, when pupils work by themselves, teachers' expectations are not high enough, particularly for the more-able pupils.

Standards in writing are lower than in reading and mathematics because pupils do not have enough opportunities to write at length and extend their skills through other subjects.

What does the school need to do to improve further?

Tackle the teaching that requires improvement and increase the amount of outstanding teaching so that the rate of pupils' progress speeds up and achievement rises by ensuring that:

- the best practice that exists in the school is used to promote high quality teaching throughout
- teachers have higher expectations of all pupils but particularly the more able, especially when they work by themselves
- pupils have more opportunities to ask questions about their learning so they understand fully what they have to do to achieve successfully
- pupils of all abilities are challenged fully and that all lessons hold pupils' interest throughout
- marking is used effectively to help pupils understand clearly what they have to do to improve their work in all subjects
- teaching assistants are used effectively to support learning in all parts of the lesson.

Raise standards in reading, writing and mathematics generally, but particularly in writing, by:

- giving pupils have more time to talk about their work before they write
- providing pupils with more opportunities to write at length by themselves
- checking that pupils apply what they already know confidently when they tackle new work and that they have the help they need to complete work successfully
- ensuring pupils have a firm grasp of the basic skills in literacy and numeracy and apply these accurately in other subjects doing more to encourage pupils, particularly the lower-attaining pupils, to read at home.

48. Meanwood Church of England Primary School

Grade 1 (June 2013)

Pupils achieve exceptionally well at Meanwood. By the time they leave the school at the end of Year 6, their attainment is high in both English and mathematics and this is consistently the case over time.

From their individual starting points pupils make rapid and sustained progress. Virtually all pupils make at least expected progress, and the proportion doing better than expected is high in relation to the national figures in reading and mathematics. However, although pupils achieve well in writing, progress in that area is not as remarkable as in reading and mathematics.

The progress of all pupils is checked very carefully and action is taken to keep everyone on track. As a result, all groups of pupils and almost all individuals do equally well.

Teachers explain very clearly what pupils need to do to be successful in their learning so pupils thoroughly understand what they have to do and how to do it well. Teachers and pupils reflect on the learning taking place as lessons proceed, so that it can be made even faster.

Many stimulating activities are provided for pupils both in and outside of lessons and these ensure high levels of enjoyment of school. Learning is made fun.

The behaviour of most pupils is impeccable in lessons and around the school. They are mature, responsible and thoughtful. Their spiritual, moral, social and cultural development is very strong.

Pupils have excellent relationships with each other and with adults and they feel very safe and secure in school. They are extremely well cared for.

Attendance is consistently above the national average.

The headteacher provides strong leadership and leaders at all levels carry out their roles very well. They check how effective the school is very thoroughly. Although the resulting information shows that the school is very successful, they nevertheless work constantly to make it even better. As a result, the school is going from strength to strength, with the quality of teaching, pupils' achievement and many other aspects continuing to improve.

The governing body is very committed to the school and carries out its role very conscientiously. Members gather information about its effectiveness in a wide variety of ways and so are well informed about it. They ask suitably searching questions and hold leaders to account for their work.

What does the school need to do to improve further?

- Accelerate the progress that pupils make in writing so that it matches the remarkable rates seen in reading and mathematics.

49. Methley Primary School

Grade 1 (November 2013)

Achievement is outstanding. Pupils make excellent progress in their studies and reach high standards in English and mathematics by the end of each key stage. The proportion of pupils at all levels of ability making expected progress in both subjects is much higher than usually seen. Similarly, the proportion exceeding the levels of expected progress is above average.

The progress of pupils with special educational needs and those known to be eligible for free school meals is also excellent in all key stages.

Provision in the Early Years Foundation Stage is outstanding. A very high proportion of children leave Reception with good levels of development from starting points below average for many. All adults demonstrate very high expectations of the children, and the exceptionally well-planned activities on offer excite children's curiosity and desire to learn.

Teachers know their subjects very well indeed.

They have an accurate understanding of how well their pupils are doing and where they need extra support. Lesson planning is based securely on this knowledge and leads to activities which meet the learning needs of all pupils closely. However, the quality of marking is not always of the highest standard.

Pupils are proud of their school. They behave very well in lessons and around school. They start each day keen and eager to learn and enthusiastically participate in the work their teachers have planned for them. They are very caring towards one another, especially to those younger than themselves.

The very well-informed headteacher and committed senior and middle leaders have high ambitions for the school. They reject complacency and show great determination to drive forward improvements. As a result, achievement continues to improve rapidly.

Governors have an impressive understanding of performance in all areas of the school's life. They support the school to the full and challenge the leadership with rigour.

What does the school need to do to improve further?

Develop a greater consistency in marking and feedback in all subjects which reflects the best practice seen in the school.

50. Micklefield Church of England Primary School

Grade 2 (March 2013)

All groups of pupils make good progress and achieve well from their starting points on entry to the Nursery. Attainment at the end of Key Stage 1 has risen steadily since 2010 and results in 2012 were the highest for many years. There is a similar picture in Key Stage 2 and standards in both English and mathematics have improved markedly since the previous inspection.

As a result of a strong emphasis by senior leaders and members of the governing body on improving classroom practice, the quality of teaching in all key stages is now good. Teachers have an accurate understanding of how well their pupils are doing and plan work which is just what they need to make good and, on occasions, even better progress. Teaching assistants support pupils sensitively and well.

Pupils are very proud of the school and feel safe within its walls because, in their words, 'the adults look after us and sort out any problems we have'. Pupils behave well in lessons and around school and older pupils take the lead in looking after younger ones.

The school promotes pupils' spiritual, moral, social and cultural development outstandingly well.

The talented and well informed headteacher and assistant headteacher lead by example. All staff share their view of how to drive school improvement. The impact of middle leaders has improved well since the previous inspection and they now lead their subjects effectively and with confidence. Similarly, members of the governing body are more aware of the school's performance and they hold the leadership to account with increasing rigour.

It is not yet an outstanding school because

Although attainment in writing is improving, pupils are not given enough opportunities to talk about their ideas before they begin to write. In addition, pupils are not given enough mathematical problems which are linked to real-life situations.

Attendance is still not high enough. The school's strategies to encourage even more parents to become actively involved in their children's learning are underdeveloped.

What does the school need to do to improve further?

Continue to accelerate pupils' progress and raise their attainment by:

- further improving attainment in writing by providing pupils with more opportunities to talk about their work before they put pen to paper
- further accelerating pupils' progress in mathematics by giving them more problems to solve which are related to real-life situations.
- ensuring that the families of pupils who do not come to school as often as they could see the vital importance of regular attendance
- exploring how the school can encourage even more parents to become actively involved in the education of their children.

51. Mount St Mary's Catholic High School

Grade 3 (June 2013)

There is not enough good teaching and teaching is not yet good in all subjects. Students do not always have sufficient opportunities to find things out for themselves and are not always given work which helps them to make the progress they should.

Achievement varies too much. It is not yet consistently good across all subjects and particularly in English.

The presentation and content of students' written work is weak in a number of subjects.

Students do not always know how they can improve their work.

In some lessons, teachers do not implement their plans to provide additional help to students who are making too little progress.

The school has the following strengths

The school's senior and subject leaders and the governing body have acted decisively so that teaching is improving strongly. They have involved all staff in improving teaching and achievement.

The headteacher has maintained staff and students' morale, despite the major rebuilding programme and the actions needed to improve teaching.

Achievement is good in some subjects, including science, modern languages and design and technology.

Students' behaviour is good. Students are courteous and friendly.

Students' spiritual, moral, social and cultural development is very strong because the school promotes this very well.

Students say that they feel safe because the school takes good care of them.

What does the school need to do to improve further?

Improve the proportion of good teaching by:

- providing work in all lessons which helps all students to make the progress they should
- increasing the opportunities for students to find things out for themselves
- using the information and approaches which have proved successful to date to ensure further sustained improvement in the quality of teaching.

Increase students' achievement, particularly in English and in their written work, by:

- improving the consistency and accuracy of marking so that students know how they can improve their work
- ensuring that the approaches identified to increase the rate of progress of individual students are used consistently in lessons and that their effects are checked so that approaches can be adjusted accordingly
- developing the quality of presentation and content of students' written work in all subjects

52. North West Specialist Inclusive Learning Centre

Grade 2 (June 2013)

From starting points that are always much lower than those of their peers in mainstream schools, pupils' achievements are generally good. They learn and make good progress in most lessons.

Most of the teaching is good. Adults care well for pupils and provide the support that helps them overcome their physical disabilities and learning difficulties.

Behaviour is mostly good and improving in lessons and outside of classes.

Throughout their time at the centre pupils gain valuable personal skills that help them to take part in learning and to work with others.

When asked for their views, almost all parents indicate that they are pleased with the education and that their children feel safe.

The quality of teaching is steadily rising because of good management by school leaders and members of the governing body.

The school is generally improving through initiatives such as in managing behaviour.

The sixth form is good because it prepares students well for moving on to the next stage of their lives.

Children in the Early Years Foundation Stage are provided with a good service.

It is not yet an outstanding school because

Occasionally, aspects of teaching require improvement. Consequently, pupils' achievements are not always as consistently good as they should be.

Teachers do not always use information about pupils' needs and their latest achievements when they plan lessons to meet their different needs.

Classroom assistants are not always used effectively in the support of pupils' learning.

Clubs, educational activities and recreational experiences are not always made available to pupils during the parts of the school day which are currently used to provide their personal care.

What does the school need to do to improve further?

Ensure leaders at all levels enable pupils make the most of their learning by improving the quality of teaching so it is consistently good or better in all areas of the provision through:

- ensuring assessment information is more easily available to all teachers
- directing teachers to take more regular account of the latest information about individual pupils' needs and their previous achievements when planning their lessons
- making sure that teachers manage the work of classroom assistants better so that they become even more supportive of pupils' learning.
- Leaders and managers should ensure that clubs, educational activities and a wider range of recreational experiences are made available to pupils during the lunch break and at other appropriate times during the school day.

53. Prince Henry's High School

Grade 2 (February 2012)

The school provides an exceptionally high quality of education for its students. They make outstanding progress in their academic and personal development.

Teachers have very high expectations of students and develop excellent working relationships in the classroom. Students have very positive attitudes towards their learning.

Teachers make sure work is well matched to students' needs, enabling them to gain skills, knowledge and understanding rapidly. Very occasionally students are not given enough opportunities to learn without the help of the teacher and so they do not make quite as much progress as they could.

Students are very proud of their school. Their behaviour in lessons and around the school is exemplary.

Students feel safe and have an excellent understanding of how to stay safe.

The sixth form is outstanding and students make excellent progress on their AS-level and A-level courses. Students receive first-rate information, advice and guidance, which help them to make well-informed decisions about future employment, education and training.

The headteacher is very ably supported by his senior leadership team. School leaders are relentless in their drive for improvement in all parts of the school's work.

The very experienced governing body is exceptionally effective. Governors provide both support and challenge for the school and are committed to its continued improvement.

What does the school need to do to improve further?

Refine teaching in the minority of lessons where it is less than outstanding by giving students more opportunities to learn actively and independently.

54. Otley The Whartons Primary School

Grade 3 (Nov 2013)

Pupils in Years 3 to 6 do not make as much progress as they could. Too few pupils, particularly the middle-ability pupils, make more than the progress that is expected of them. As result the standards that pupils reach are not yet high enough.

The quality of teaching across the school is not consistently good or better.

Pupils' understanding is not extended or deepened by probing questions and the pace of lessons sometimes slows so that pupils lose concentration.

At times, teachers set targets which are not personalised to the needs of each pupil.

Pupils are not always given the opportunity to respond to teachers' marking or to correct their mistakes.

The outdoor play area in the Early Years Foundation Stage does not adequately support children's learning and development.

Targets set out in the school development plan are not precise and measurable in order to show how well the school is bringing about improvements.

Targets set for teachers to improve pupils' progress lack challenge.

There are no formalised procedures in place to share good teaching practice across the school.

The school has the following strengths

A new headteacher has recently been appointed who is relentless in her pursuit of improvement. She is ably supported by a highly committed governing body and staff. As a result of her leadership the school is beginning to improve.

Pupils make good progress and achieve well in the Early Years Foundation Stage and at Key Stage 1.

Initiatives recently introduced by the new headteacher have led to significant improvements in behaviour. Pupils feel safe and thoroughly enjoy coming to school.

There is a wide range of after-school activities and trips which contribute significantly to pupils' spiritual, moral social and cultural development.

What does the school need to do to improve further?

Improve the quality of teaching to consistently good or better and accelerate the progress of pupils, especially those of middle ability by:

- ensuring that pupils' learning moves on at a brisk pace and their attention is always securely focussed on their work.
- developing questioning skills to probe and deepen pupils' understanding
- ensuring that pupils' targets are personalised to meet the learning needs of each individual providing opportunities for pupils to respond to teachers' marking to move their learning forward and to correct their mistakes.

Improve the leadership and management of the school further by:

- ensuring that targets set out in the school development plan are precise and measurable to show clearly the impact of current initiatives
- ensuring that teachers' performance-management targets relating to pupils' progress are challenging and that targets clearly set out the progress that pupils need to make year-on-year to make more than the progress that is expected of them in line with national expectations
- implementing systematic procedures to share best teaching practice across the school.

Improve provision and outcomes in the Early Years Foundation Stage by:

developing the outdoor play area to ensure that it fully supports children in all areas of their learning and allows them to move freely between the indoor and outdoor play environment.

55. Park Spring Primary School

Grade 2 (July 2013)

Pupils achieve well. From their starting points in the Nursery, which are usually well below average, pupils make good progress so that, by the end of Year 6, they reach standards in line with those expected nationally.

Pupils' achievement has improved since the last inspection. For example, pupils now write with confidence and enthusiasm and standards in writing are now above average by the end of Year 6. Teaching is good and some is outstanding.

Teachers build up a great deal of information about each pupil and their learning. They take this carefully into account when they plan lessons. Activities are interesting and pupils say that lessons are fun.

Teaching assistants make a good contribution to lessons and pupils' good progress. Pupils' behaviour is good. They enjoy coming to school, say they feel safe and they work well together.

The revised curriculum motivates and encourages pupils to learn. They clearly enjoy being at school and their attendance is continuing to improve.

The headteacher creates a strong sense of purpose. The contribution of everyone is highly valued. Staff are all keen to improve their skills still further.

The governing body provides a good level of both challenge and support. As a result of effective leadership and management, pupils' achievement, the quality of teaching, and pupils' behaviour and attendance have all improved since the last inspection.

It is not yet an outstanding school because

Although most teaching is good, not enough is outstanding. A very small minority requires improvement.

Pupils are not always given enough opportunities to learn on their own and work things out for themselves.

Tasks do not always provide enough challenge, particularly for the more-able pupils.

Teachers' marking does not always show pupils how to improve their work. They are not always given enough time to respond to teachers' advice.

The role of subject leaders is still developing.

They are not yet fully accountable for improving the quality of teaching and pupils' achievement.

What does the school need to do to improve further?

Further improve the quality of teaching so that it is consistently good and a higher proportion is outstanding to enable more pupils to make better than expected progress, particularly the more able, by ensuring that:

- all pupils are suitably challenged throughout their lessons
- all teachers provide pupils with more opportunities to work things out for themselves, deepen their thinking skills and develop their ability to learn on their own
- marking always shows pupils what they need to do to improve their work and teachers
- provide more opportunities for pupils to respond to the advice given.
- Further develop the skills of subject leaders; giving them increased independence and accountability for monitoring and improving the quality of teaching and pupils' achievement.

56. Pool-in-Wharfedale Church of England Voluntary Controlled Primary School

Grade 3 (May 2013)

Progress is not consistently good and overall requires improvement. It is not good because children enter the Reception class with skills that are typical for their age and leave at the end of Year 6 with average standards, having made expected progress during their time in the school.

Teaching is not yet leading to all pupils achieving well because not enough is consistently good.

Activities in lessons do not always challenge pupils or systematically develop their independence and thinking skills.

Not all subject leaders are well informed about the quality of teaching in their subjects and consequently their understanding of achievement is limited.

Lesson observations do not always have a sharp enough focus on how well pupils are learning.

School development and subject action plans do not always contain small steps of progress against which the school can measure its success.

Communications with parents do not ensure that parents are sufficiently aware of the work of the school.

The school has the following strengths

The headteacher and deputy headteacher, along with the governing body, have worked hard to secure improvements in the quality of teaching which is improving pupils' progress.

Leaders have recognised the difference between pupils' progress in English and mathematics and have been successful in bringing about recent improvements seen across the school.

The school provides a happy, caring and supportive atmosphere. Pupils feel safe. Attendance is above average. The vast majority of parents agree that their child is happy in school.

Thorough systems have been implemented to track pupils' progress, ensuring that assessments of pupil progress and attainment are accurate.

What does the school need to do to improve further?

Increase the proportion of good and better teaching by:

- sharing the existing strong practice throughout the school
- ensuring that teachers know what represents good learning
- reducing the amount of time pupils spend listening to the teacher so that pupils can organise their own activities and direct their own learning to a greater extent
- ensuring that teaching assistants are always used as effectively as they are in the best lessons
- raising expectation and challenge for all pupils
- ensuring that marking in all subjects guides pupils to the precise next steps to take to move their learning forward.

Raise attainment in all subjects and accelerate progress for all pupils by:

- making it very clear to pupils how well they are achieving and what they need to do to achieve the next level in learning
- ensuring that pupils, particularly in mathematics lessons, do not spend most of their time listening to explanations from teachers, or completing easier tasks, before moving on to more challenging activities
- building on pupils' basic literacy skills as pupils move from year to year so that they become more accurate in their reading and writing
- providing more opportunities for children in the Early Years Foundation Stage to develop their skills through well planned and purposeful outdoor activities across all areas of learning.

Improve leadership and management at all levels by:

- ensuring that subject leaders are well informed about the quality of teaching in their subjects
- checking that when teaching is observed there is a sharp focus on the impact that teaching is having on pupils' learning
- ensuring that school improvement and subject action plans make it very clear how success is to be measured to check that actions are improving pupils' progress
- improving communication with parents so that they are better informed about the positive work the school is doing to improve learning for their children.

57. Primrose Lane Primary School

Grade 1 (March 2013)

Pupils achieve outstandingly well. By the end of Key Stage 2 they have reached standards that are very high compared to those attained nationally.

The support for children who have special educational needs is exceptional because staff are highly caring and ambitious for all pupils to reach the highest levels.

Outstanding teaching over time enables pupils to make very rapid progress in all subjects. As a result, all groups of pupils achieve very well.

The headteacher and other leaders have very high expectations of the progress that pupils make and check their progress regularly. As a result, all aspects of the school's performance have improved since its previous inspection.

Children receive a good start in the Early Years Foundation Stage where they are taught well by a highly effective staff team.

Levels of attendance at the school are high compared to those nationally and have consistently been improving over time.

Pupils' behaviour is outstanding. They behave exceptionally well in lessons and around the school. They are enthusiastic about their own learning and respond maturely to the opportunities to work on their own or with their peers.

The teaching of reading, writing and mathematics has improved since the last inspection and ensures that pupils leave the school well equipped to continue their education.

Governors make an exceptional contribution to the school and are continuing to play their part in raising standards through rigorous analysis

of information, clarity of questioning and by holding the headteacher to account.

As a result of the significant strengths in leadership and governance, the school continues to improve.

The school recognises that new leaders need to be quickly established in their roles to ensure the school continues to build successfully on the recent rapid pace of improvement.

What does the school need to do to improve further?

Continue to build successfully on the recent rapid pace of improvement by ensuring new leaders are quickly established in their roles.

58. Pudsey Tyersal Primary School

Grade 3 (March 2013)

From their starting points, not enough pupils make consistently good progress in their reading, writing and mathematical skills and knowledge by the end of Year 6.

The quality of teaching is not consistently good.

Activities do not always challenge pupils, especially the more able.

Pupils are not challenged to respond to guidance provided by teachers in their marking as what to do next and what is expected of them to improve their work.

Leaders and managers do not focus closely enough in their lesson observations on the link between pupils' progress and the quality of teaching.

Pupils have too few opportunities to develop and use their reading, writing, mathematical and information and communication technology skills in their work in different subjects.

While governors know what is happening in the school they do not consistently put enough pressure on leaders and managers to improve pupils' progress and the quality of teaching.

The school has the following strengths

The recently appointed headteacher has a very clear idea of the direction she wants the school to take. She is well supported by her leadership team, whose members share her determination to drive up standards.

Some teaching is of good quality and assessment systems are now more robust.

Good teaching in the Early Years Foundation Stage ensures that the children get off to a good start.

Relationships between adults and pupils are highly positive, contributing to good behaviour in classrooms and around school. Pupils feel safe in school.

What does the school need to do to improve further?

Improve the quality of teaching and learning so that it is consistently good or better across the school by:

- ensuring teachers spend less time talking to the whole class to allow pupils more time to

work by themselves using the improved assessment systems more effectively to provide pupils, especially the more able, with suitable tasks that are matched to their level of ability

- ensuring pupils are provided with time to respond to teachers' comments in their marking so they are clear how they can improve their work.

Accelerate pupils' achievement in both English and mathematics to be at least good by:

- ensuring that the number of pupils achieving the expected and higher levels in the end-of-year
- national tests at Key stage 2 is increased providing more regular, focused opportunities for pupils to reinforce and practise their literacy and numeracy skills in all subjects of the curriculum.

Increase the impact that leaders at all levels have on pupils' attainment and progress by:

- making more effective use of the systems for checking on pupils' progress, especially of different groups, to ensure action is targeted to those needing most support
- ensuring that checks made on the quality of teaching are accurate and focus closely on the impact of teaching on pupils' progress
- making sure governors challenge school leaders to further improve pupils' achievement and the quality of teaching.

59. Quarry Mount Primary School

Grade 3 (September 2013)

Achievement requires improvement. It is not good because pupils do not read widely and often enough. This is limiting pupils' access to the curriculum and learning.

The quality of teaching is inconsistent. Too much requires improvement and some is inadequate.

Leadership, management and governance require improvement because there has not been sufficient focus on the impact of teaching on pupils' learning. Historically, inconsistencies in the quality of teaching have not been identified and judgements about quality have been too generous. Consequently, performance has not been sharp enough to bring about improvement. Marking is inconsistent. It does not provide pupils with clear guidance on how to improve their work. Pupils are not given enough opportunities to respond to feedback from teachers.

The outdoor provision for the youngest children is not yet good enough to promote physical development or keep them as safe as they need to be.

The school has the following strengths

The school provides exceptionally well for the spiritual, moral, social and cultural development of pupils.

Relationships with parents and the community are very strong and parents value the support the school offers to them.

Pupils enjoy school and say they feel safe.

They say school cares well for them.

The new headteacher has rapidly gathered an accurate evaluation of the school's position and has begun to take decisive and appropriate action with regard to school improvement.

There is a strong sense of teamwork among the staff. Leaders have created a happy and harmonious school.

The school has some good and outstanding teaching that has the capacity to support improvement.

What does the school need to do to improve further?

Improve the quality of teaching and learning so that it is consistently good by:

- ensuring teachers use assessment information with more precision to plan effectively and match work to pupils' different abilities and learning needs
- improving the teaching and assessment of reading so that pupils have the necessary reading skills to read widely and apply their learning across the curriculum
- consistently developing pupils' basic skills in mathematics so that they are able to recall number facts quickly, can work at a faster rate and have the skills necessary to help them solve problems
- ensuring consistency of practice in marking and feedback, so that all pupils know how well they are doing and what they need to do to improve directing the work of teaching assistants more consistently and effectively, so that they are able to give pupils the support they need to help them make progress.

Improve the achievement of pupils by:

- assessing pupils' reading accurately so that the books they read match the level they are working at
- checking that pupils have a secure knowledge of the sounds that letters make and are able to apply these in their independent reading
- ensuring pupils have clear targets to improve their reading faster and have more opportunities to read widely and often.

Improve leadership and management by:

- eliminating inadequate teaching and the teaching that requires improvement by sharing the good and outstanding practice that is already in the school
- ensuring that there is a sharper focus on the monitoring of pupils' learning so that judgements about teaching and learning are more accurate and support teachers to improve their practice
- continuing to develop new middle leaders so that responsibilities are evenly distributed among staff and they are effective in supporting the raising of standards
- ensuring performance management targets are focused on the precise analysis of pupils' performance and help to close the gap for those pupils who are at risk of underachieving strengthening the governing body so that all governors take responsibility for monitoring and
- challenging the work of the school and have the skills and knowledge to do this improving attendance by developing the role of the learning mentor so that she is able to analyse attendance more robustly and so target her work with parents to encourage regular attendance and good punctuality.

60. Ralph Thoresby School

Grade 3 (March 2013)

Overall, students are not making enough progress. In mathematics and English students' progress is too slow.

Teachers' marking does not give students enough guidance on how they can improve their work.

Students' attendance is below average.

Absence figures for girls have been too high.

Opportunities for students to develop their numeracy skills across the range of subjects are limited.

Subject leaders are not fully involved in leading improvements in teaching.

The sixth form requires improvement because students are not yet making enough progress.

The school has the following strengths

In work-related lessons, teachers use real-life examples that students find interesting and which

motivate them to learn.

There are examples of outstanding teaching in design technology, drama and science.

Care and support for disabled students with physical disabilities are good. These students make good progress and achieve well.

Senior leaders have the right priorities. New systems to improve the quality of teaching are making a difference.

The governing body is now monitoring the work of school leaders more closely.

What does the school need to do to improve further?

Improve the quality of teaching so that it is consistently good or better by:

- inspiring students through using practical, real-life examples which link their learning to the world outside school
- ensuring teachers give examples in lessons of the knowledge and skills they expect students to apply so that all students, particularly those of lower ability in mathematics and English, understand the standard required and make good progress
- making sure that good practice in marking in English and humanities is more widely shared with other subjects so that students are clear about what they need to do to improve their work
- ensuring that teachers plan opportunities for students to practise and develop their numeracy skills.

Improve the quality of leadership and management by:

- developing subject leaders so that they take a leading role in improving the quality of teaching
- in their areas ensuring that all teachers receive individualised support and training to help them improve their skills implementing plans to improve students' numeracy across all subjects.

61. Rosebank Primary School

Grade 2 (December 2013)

Most pupils are achieving well.

Children in Nursery and Reception have a successful start to school and make good progress.

Good progress continues from Years 1 to 6 and attainment by the end of Year 6 is close to average.

Teaching is good with examples of outstanding practice.

Teachers successfully relate learning to life experiences.

Teachers convey clear expectations of learning and establish strong relationships with pupils.

In most lessons, teachers set demanding tasks which help all groups of pupils to progress well.

Pupils show a keen interest in their learning.

Good attitudes and positive behaviour support their learning well.

In some classes, pupils demonstrate outstanding attitudes and behaviour.

Pupils feel safe and well cared for by staff.

The headteacher provides good leadership and educational direction.

Other key leaders, governors and the local authority have played a valuable role in improving the school.

Since the last inspection, pupils' achievement and teaching have improved from satisfactory to good.

It is not yet an outstanding school because

Occasionally, teachers set work which is not well suited to pupils' abilities, especially the more able.

Pupils do not always have sufficient time to respond to teachers' marking.

Pupils' writing in other subject areas is not always as good as that in English lessons.

What does the school need to do to improve further?

Increase the proportion of outstanding teaching and ensure that all teaching is at least good by making sure that:

- teachers always set tasks at the right level for pupils of all abilities, particularly for the more able pupils have good opportunities to respond to improvement points identified in teachers' marking.
- Extend the opportunities for pupils to write detailed and extended pieces in subjects other than English.

62. Rothwell Church of England Voluntary Controlled Primary School

Grade 4 (February 2013)

By the end of Year 6, while standards in reading and mathematics are broadly average, standards in writing are too low.

The performance of boys is notably lower than that of the girls and boys significantly underachieve.

Teaching is inadequate because the work pupils are given is not matched to their abilities.

Teachers' expectations, particularly of the boys and the more-able pupils, are not high enough.

Pupils with special educational needs make inadequate progress from their starting points because they are not taught well enough.

Senior leaders have not done enough to improve the quality of teaching or to ensure that all pupils make good progress in their work.

Senior leaders have not identified the extent of the school's weaknesses and the governing body has not challenged leaders sufficiently about the underachievement of some groups of pupils.

Improvement since the previous inspection has been too slow. As a result, the school's capacity for improvement is weak.

The school has the following strengths

Most pupils behave well; they enjoy learning and try their best.

Pupils feel safe at school and form good relationships with other pupils and staff.

What does the school need to do to improve further?

In order to rapidly accelerate pupils' progress, particularly among the boys and the more-able pupils, improve teaching so that all lessons are good or better by ensuring that:

- teachers use information about what pupils know already to plan work for them that is at the right level
- all teachers have high expectations of what pupils can achieve and provide more practical and interesting activities that appeal to boys and capture their attention
- more-able pupils are given more demanding work so they achieve as well as they should disabled pupils and those with special educational needs have the right and timely support they need to make good progress in every year group
- pupils are given clear guidance about what they are expected to learn
- pupils are given clear targets against which they can assess their work and progress teachers give pupils more time to discuss their ideas before they work on their own
- teachers' marking identifies clearly what pupils have done well and what is needed to improve their work
- pupils are given time to respond to teachers' marking so that errors can be corrected.

Raise the attainment of all pupils in writing so that all pupils achieve well and a higher-than-average proportion reach and exceed the nationally expected levels, by:

- ensuring that all teachers are effective in teaching pupils to develop their writing skills
- giving pupils more time to write independently and at length in literacy lessons and in other subjects checking that pupils apply their existing knowledge of letters and sounds effectively to improve their spelling and that they use grammar and punctuation accurately at all times
- ensuring that all pupils work at a good pace to produce more and better quality written work in the time allocated.

Ensure that senior leaders and governors are effective in driving improvement by:

- taking swift action to deal with inadequate teaching implementing rigorous systems for leaders to check regularly that teachers' planning and their teaching results in pupils making at least expected progress in every class
- involving subject leaders regularly in checking that teaching is consistently good and taking action when it is not
- ensuring that assessment records are accurate and that results are entered into the school's assessment and tracking system so that progress can be monitored
- ensuring that targets for pupils' progress are sufficiently challenging and that all teachers make sure pupils achieve these targets
- agreeing precise targets with staff for improving their teaching skills and providing the training necessary to achieve these targets quickly
- providing training so that staff with leadership responsibilities have the necessary skills to check that actions are leading to rapid improvement
- making sure that the governing body has a full and accurate understanding of the school's performance and that governors use this information to hold senior leaders fully to account for their work.

63. Rothwell Primary School

Grade 2 (February 2013)

The Early Years Foundation Stage gives children a good start to their education. They mostly start with skills below those expected for their age, particularly in language and communication, and make good progress.

Pupils make good progress as they move through the school and leave with standards of attainment that are broadly average in English and above average in mathematics.

Pupils have exemplary attitudes to learning.

They feel very safe and enjoy school, shown in their enthusiasm and smiles in lessons. They are kind, confident and polite to each other and to adults. They behave outstandingly well.

The quality of teaching is always good and sometimes outstanding. Teachers plan interesting lessons to meet the needs of all pupils. There is good support from teaching assistants.

Attendance has improved in each of the last three years and is now above average.

The curriculum is good and provides very well for pupils' spiritual, moral, social and cultural development.

The headteacher, deputy headteacher, senior staff, subject leaders and governors have clear vision for improvement, shared by all staff.

This has led to better teaching, use of data and the development of systems to track pupils' progress, which have all contributed to improved achievement and set the school on an upward path.

It is not yet an outstanding school because

Teaching, although consistently good or better, does not yet enable all pupils to make better than expected progress from their starting points.

Teachers often provide accurate next steps for pupils in their marking but do not always ensure pupils respond to these.

Pupils do not have enough opportunities to develop their independence, to manage their own learning and to share their good work with others, particularly in Key Stage 2.

What does the school need to do to improve further?

Increase the proportion of outstanding teaching, so that more pupils make better than expected progress by:

- ensuring that pupils consistently reflect upon and respond to the good guidance given in marking for their next steps in learning and that all teachers check how pupils' learning has moved forward as a result
- developing greater independence in pupils and taking the opportunity to give them more responsibility for their own learning and sharing their good work with others.

64. Rothwell St Mary's RC Primary School

Grade1 (May 2013)

As the result of outstanding leadership and management, including that of the governing body, the high-quality provision has been maintained, and the already high attainment reported at the previous inspection built upon.

Pupils' achievement is outstanding. Pupils of all ages and capabilities make remarkable progress in all subjects.

The excellent provision in the Early Years Foundation Stage gives children a very good grounding in all areas of learning.

Pupils' performance in music is exceptional.

Their singing is of a very high standard and a joy to behold.

Teaching is outstanding. Staff have embraced the high-quality training provided and used the ideas gained from training such as 'outstanding teaching' to improve their skills even further.

Adults are very successful in ensuring all pupils are fully included in all activities and able to learn regardless of disability, special educational need, or background.

Pupils' attitude to learning and their behaviour are outstanding. They have a thirst for knowledge which they are keen to share with their friends and adults. Their attendance is well-above average.

Pupils' spiritual moral, social and cultural development is outstanding. Pupils talk knowledgeably and sensitively about the similarities and differences with pupils from an inner-city school, and with their e-pals in Nigeria.

Considerable support is available to families.

Parents report exemplary links with medical and other professionals, and with Catholic counsellors.

This contributes significantly to the well-being of pupils and their families.

Forward-thinking, passionate leadership is at the heart of this thriving school. Staff, pupils and their families share their leaders' aspirations to 'aim for the stars' and to 'be the best'. Leaders know precisely what they need to do to improve further. That is why they are now working on pupils' literacy and numeracy in other subjects.

What does the school need to do to improve further?

- Provide more opportunities for pupils, particularly the older and most-able, to use their higher-level literacy and numeracy skills in geography, history, religious education and science.
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65. Roundhay School All-through education from 4 to 18

Grade1 (November 2013)

Roundhay School is all about its students.

Staff ensure that each one, regardless of background or ability, is given every opportunity to shine.

An inspirational headteacher, very strong leadership, highly skilled teachers and teaching assistants, plus dedicated support staff combine to give students a first class education.

Students make rapid progress and academic standards are high. The gap in attainment between students supported by pupil premium and others is closing at a remarkable rate.

Students are taught extremely well and given excellent verbal feedback but not all marking is of the highest quality.

Student and staff relationships are extremely good. Students' personal development is exceptional and behaviour is exemplary.

Primary provision is outstanding. Pupils make extremely rapid progress, teaching is outstanding, resources are first-rate and leadership is exceptional.

Support for students with special educational needs is excellent, enabling them to participate well and realise their potential.

The sixth form is outstanding. The quality of teaching is high and students make very good progress. Facilities are high quality and enrichment opportunities are excellent.

Staff training is excellent.

Governors use their considerable knowledge and experience to support and challenge leaders extremely well.

66. Ryecroft Primary School

Grade 4 (January 2013)

Between Year 1 and Year 6, pupils do not make enough progress in writing and mathematics. Too few pupils meet or exceed the levels expected in these subjects.

Too much teaching either requires improvement or is inadequate which slows the progress pupils make.

Too many pupils lack the levels of independence needed to be responsible for sensible behaviour without having to rely on adult guidance and supervision. As a result, pupils' behaviour requires improvement.

Systems to hold teachers and classroom assistants to account for pupils' achievements are not sharply focused on raising standards across the school.

The school's view of its own performance is too generous. Leaders do not take good enough account of pupils' learning when observing lessons.

While the governing body is supportive and exhibits a degree of challenge, governors are not holding senior leaders sufficiently to account for weaknesses in teaching and achievement; both have declined since the last inspection.

The school has the following strengths

Leaders now have a good understanding of the reasons for the school's weaknesses and what needs to be done to bring about improvement; as a result, the school is progressing well on a number of fronts. For example, provision in the Early Years Foundation Stage is now good; an exciting curriculum, effective teaching and strong leadership ensure children do well.

A focused programme of teaching letters and the sounds they make (phonics) ensures pupils' reading is improving more quickly than their writing and mathematics.

Dedicated support workers help pupils who struggle to manage their own behaviour so that they are able to take part fully in the life of the school.

The school identifies and supports disabled pupils and those who have special educational needs successfully, ensuring that their rates of progress are improving well.

What does the school need to do to improve further?

Urgently improve the quality of teaching so that it is consistently good to ensure that pupils

between Year 1 and Year 6 make good progress by:

- eradicating all inadequate teaching
- ensuring that all teachers use the information about pupils' achievements to plan lessons which accurately meet the full range of needs in the class
- deploying classroom assistants more effectively so that the pupils they support in lessons make good progress
- ensuring that all teachers build on the good quality feedback given to pupils in marking, so that misconceptions and mistakes are not repeated and pupils move rapidly towards their achievement targets
- reducing the amount of time teachers spend giving direct instructions so that pupils have more time to investigate for themselves
- reducing pupils' dependence on adults so that more are able to manage their own behaviour in lessons and at break times.

Raise achievement in writing and mathematics so that at least an above-average percentage of pupils meets the levels expected by the end of Year 6 by:

- ensuring that pupils have meaningful opportunities to write for a variety of purposes in a range of subjects other than English
- providing pupils with a variety of opportunities to investigate mathematical problems without having to rely too much on worksheets.

Improve leadership, management and governance by:

- making sure more rigorous checks are made on the quality of teaching so that it quickly improves
- reviewing the job descriptions of classroom assistants and making sure that performance management systems for all staff are linked to raising pupils' achievement
- ensuring that the planned actions of leaders and the governing body are directly linked to improving pupils' achievement and have very clear, measurable criteria by which to judge success
- developing governors' knowledge of the school's performance so that they are better able to hold the school to account for pupils' progress and teachers' performance.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

67. Seven Hills School

Grade1 (January 2013)

Working together, the headteacher, other leaders, staff and governors have enabled the school to improve remarkably in all respects since its previous inspection.

Students' achievement is exceptional. They make progress at a rapid rate, including in English and mathematics. Older students gain a wide range of qualifications.

The sixth form is outstanding. The courses students follow are planned extremely carefully so they make outstanding progress in their learning and in important skills such as decision-making.

Teachers are highly skilled and knowledgeable. They make sure that that all groups of students have work that enables them to learn outstandingly well.

Students' behaviour is outstanding. They are very eager to learn and to take part in the many exciting activities the school offers.

Students feel very safe here and bullying is extremely rare.

The school's numerous partnerships with colleges, training providers and the mainstream school with which it shares its site all extend the range of opportunities for students. They add considerably to students' learning and their personal development.

By the time they leave school, students are confident young adults, prepared outstandingly well for the next stage in their lives.

Leaders and governors are determined that the school will continue to improve and they know exactly how to achieve this. This includes developing students' skills further to check for themselves how well they are doing.

What does the school need to do to improve further?

- Provide more opportunities for students to judge how well they have learned and to identify the areas they need to work on.

68. Shire Oak CE (VC) Primary School

Grade 3 (July 2013)

Pupils are not making enough progress or reaching standards that are high enough, especially in mathematics, by the end of Year 6.

Teachers' subject knowledge and use of assessment in mathematics has not been strong enough to close gaps in pupils' knowledge and skills.

Teaching requires improvement because there is too wide a variation across the school and between subjects. Pupils are not always inspired or challenged to produce work of the highest standard.

Inconsistencies remain in the way behaviour is managed by some staff. As a result, low-level disruptive behaviour in some Key Stage 2 classes contributes to slow progress and reduces the rate at which pupils learn.

Leaders and managers do not monitor teaching and pupils' progress closely enough to ensure it improves, especially in mathematics. The focus given to English has not yet been as strong in mathematics.

The school has the following strengths

The Early Years Foundation Stage is led and managed effectively and children are taught well.

Children make good progress.

Pupils make good progress across Key Stage 1 as a result of good teaching.

Pupils feel safe in school.

Staff are becoming more aware of the next steps in learning for their pupils as assessment procedures are more accurate.

The quality of teaching is improving across the school as a result of working in partnership with local schools.

The headteacher provides strong and determined leadership that has improved standards in English and is beginning to improve standards in mathematics.

The governing body is supporting change and becoming more effective. There are signs that the school is improving.

What does the school need to do to improve further?

Improve the quality of teaching and increase achievement, especially in mathematics and in Key Stage 2, by:

- increasing the opportunities pupils have to improve their skills of mental mathematics and embedding their basic skills and knowledge of multiplication tables
- using assessment more effectively in mathematics to identify gaps in pupils' knowledge and ensuring that planned activities close these gaps
- providing further training opportunities for all teachers and teaching assistants to improve their subject knowledge in mathematics
- ensuring that, in all subjects, work inspires pupils and is challenging enough for pupils of all abilities
- making sure that marking tells pupils how to improve and provides further challenge to which pupils respond and produce their best work.

Improve pupils' behaviour so that attitudes to learning are consistently positive by:

- embedding the new approaches to managing pupils' behaviour so that agreed standards of acceptable behaviour are understood and insisted upon by all adults in school
- making sure all lessons motivate pupils to learn so that they want to work hard and succeed for themselves.
- Improve the impact of leadership and management by:
- monitoring the quality of teaching, especially in mathematics, thoroughly and ensuring that weaker aspects are resolved
- ensuring the high expectations and speed of action to improve English are now transferred to mathematics in order to accelerate progress and raise attainment in the subject.

69. The South Leeds Academy

Grade 4 (June 2013)

Too few students make the progress they should in English and mathematics by the end of Year 11. Gaps between the achievement of different groups of students are not decreasing quickly enough. Overall, achievement is inadequate.

Students' literacy skills are not developed well in all lessons.

Strategies are in place to improve attendance but it is still low and the proportion of students who are persistently absent is higher than the national average.

The school has the following strengths

Students in the sixth form make better progress than students in Years 7 to 11 with some students making good progress. The collaboration with a local school has extended the curriculum provided. Overall the sixth form requires improvement.

The refined and robust data tracking system, used across the whole academy, is making a positive contribution to improving the progress students make.

Not enough lessons enable the students to make good progress. Staff's expectations of what students can achieve are too low. Work does not engage the students and often all students complete the same work irrespective of their ability.

Teachers' marking does not always inform the students what they have done well and what they need to do to improve. Students are rarely given the opportunity to act on the feedback they receive.

Faculty leaders do not monitor rigorously the quality of teaching.

The Principal and associate principal have a clear strategic view of what needs to improve.

Governors have challenged the senior leaders to improve the quality of education. As a result, the quality of teaching and the progress students make are beginning to improve.

The alternative provision gives students effective opportunities to re-engage with education.

What does the academy need to do to improve further?

Improve the quality of teaching so that it is at least good to ensure attainment at the end of Year 11 continues to rise and all students make at least good progress, by leaders making sure that:

- staff's expectations of what the students can achieve and the progress they can make are raised
- all lessons provide all students, regardless of their academic ability, with engaging work which is appropriately challenging and meets their needs and interests, and all do not do the same work
- teachers ensure students respond to, and implement their feedback and the next steps for learning, and all teachers check how this has moved learning forward as a result
- all staff use the agreed strategies to develop students' literacy skills in their lessons
- lesson activities focus on what the students need to learn, not on completing tasks

- homework is regular and extends students' learning beyond the classroom.

Sharply focus leadership and management on improving teaching and the progress the students make by:

- ensuring there is an effective, and rigorous, monitoring of teaching at faculty level to secure consistently good practice.
- Continue to work with parents and carers to improve attendance.

70. **Southroyd Primary and Nursery School**

Grade 3 (November 2013)

The progress made by pupils of all abilities is too variable. It is not always good, particularly in mathematics where standards are not as high as they should be.

The quality of teaching is not consistently good enough to enable pupils to make the progress of which they are capable.

Pupils' work does not always accurately match their needs. This is especially true for the less-able pupils in mathematics who do not always make enough progress because teaching does not consistently provide sufficient guidance.

The school has the following strengths

Improvements to teaching reading, using a clearly structured approach, are raising attainment in reading in the Early Years Foundation Stage and in Key Stage 1.

Children in the Early Years Foundation Stage make a good start to their education and are well prepared for their entry to Year 1.

Teaching assistants contribute effectively to the success of good and better lessons.

Pupils behave well and feel safe in a school community of which they consider themselves a valued part.

Teachers' marking and feedback are not consistently precise across all subjects. Pupils, particularly older ones, are not made aware of the next steps they should take to improve their work, in this way improving the independence in their learning.

Leaders have not always given enough focus to the impact of change in Key Stage 2 and improvements have not been fast enough especially in mathematics.

The school's curriculum offers wide opportunities for sport which contribute well to pupils' health and physical well-being.

The headteacher, senior leaders and governors have accurately identified priorities for improvement. Actions are starting to move the school forward with improved teaching and pupils' achievement especially in Key Stage 1.

What does the school need to do to improve further?

Improve the quality of teaching so that it is at least consistently good and raises achievement for all pupils, particularly in Key Stage 2 and in mathematics by:

- ensuring that, in mathematics, pupils' skills are taught in a good sequence so that they build successfully from year to year
- checking that work is set at the correct level and support is in place for pupils of all abilities but especially the lower-attaining pupils in mathematics
- improving marking so that pupils know how to make their work better and are encouraged to do this independently.

Improve leadership and management, including governance, by:

- ensuring the focus on raising achievement given to Key Stage 2 is as strong as other key stages, especially in monitoring the progress in mathematics.

71. **Spring Bank Primary School**

Grade 2 (May 2013)

Children are well prepared for their future learning through the Early Years Foundation Stage. As a result, they are happy, curious and eager to learn.

Pupils of all abilities make good progress in reading, writing and mathematics through school.

Disabled pupils and those with special educational needs achieve well because of the carefully planned support they receive.

The quality of teaching is good overall.

Teachers plan lessons well and use good links between different subjects to make learning relevant and memorable.

Pupils of all abilities from many different minority ethnic backgrounds work and play in harmony. They are well behaved and feel safe.

Well-planned activities promote pupils' spiritual, moral, social and cultural development.

The headteacher provides clear leadership. He is well supported by a positive and experienced senior management team and good governing body. As a result, the school has continued to develop the quality of teaching and learning since the last inspection and is well placed to improve further.

It is not yet an outstanding school because

On a few occasions, all groups of pupils are not consistently challenged throughout the lesson.

Some opportunities are missed for pupils to take the initiative and plan and organise their work.

The procedures for leaders to observe and improve the quality of teaching, which are good overall, do not always identify precisely the progress all groups of learners make during a lesson.

What does the school need to do to improve further?

Improve the already good teaching to outstanding in order to deepen pupils' learning and develop their independence by:

- ensuring all pupils are challenged effectively throughout their lessons
- involving pupils more in planning and organising their own work.
- Further strengthen the effectiveness of leadership by ensuring observations of teaching and learning consistently identify the progress made by all groups of learners.

72. St Augustine's Catholic Primary School

Grade 2 (October 2013)

Pupils make good progress from their starting points and they achieve well. As a result, pupils' national test results overall at the end of Key Stage 2 have continued to show improvements over time.

The quality of teaching is good. In the best lessons, expectations are high and teachers take every opportunity to challenge pupils' thinking. Skilful questioning and well-targeted activities are used effectively in these lessons.

Behaviour in lessons and around the school is good. Pupils are keen to do their best and positive relationships between pupils and adults are evident across the school.

The school provides a safe, inclusive and

harmonious environment, with a strong focus on pupils' spiritual, moral, social and cultural development. Pupils are well cared for and feel safe in school. The school's extensive pastoral arrangements ensure that all pupils are given every opportunity to fully engage with school life.

The headteacher, ably supported by senior leaders, has ensured that the school has maintained a sharp focus on the school's improvement agenda. Good teamwork and mutual support are evident across the school. The governing body effectively challenges all aspects of the school's work.

It is not yet an outstanding school because

Although, overall, the quality of teaching is good, there is not yet enough outstanding teaching to ensure that pupils of all abilities are able to make rapid and sustained progress over time. Not all subject leaders play a full part in monitoring teaching and pupils' achievement. Despite making good progress, pupils' attainment in writing does not yet match that in reading and mathematics.

What does the school need to do to improve further?

Ensure that the proportion of outstanding teaching increases in order to accelerate achievement further, particularly in writing, by:

- making sure that all teachers develop effective questioning skills to challenge all pupils fully
- increasing the opportunity for all pupils to develop their independent learning skills.
- Develop further the skills of all subject leaders to ensure that they are able to monitor teaching and pupils' achievement effectively within their key area of responsibility.

73. St Chad's Church of England Primary School

Grade 2 (June 2013)

Pupils make good progress from their starting points in Nursery and leave Year 6 with broadly average and rising attainment in English and mathematics.

Children get off to a good start, particularly in Reception where outstanding provision, led skilfully by the Early Years Foundation Stage leader, gives them exciting opportunities to learn outside the classroom.

Teaching is good or better overall throughout the school because staff know pupils' needs well and have high expectations of them. Pupils respond well and say that lessons are fun.

Pupils' behaviour and their ability to stay safe are outstanding in lessons, in the playground and around school, where they show respect and are courteous.

Pupils of all ages and backgrounds mix well with each other, are attentive in lessons and are keen to work hard.

The new senior leadership team, led successfully by the headteacher, is having a strong impact on improving the quality of teaching and learning and raising pupils' achievement. As a result, the school is improving.

The school's governors are skilled and very perceptive in their analysis of the school's performance, holding senior leaders to account based on their detailed knowledge of the school.

It is not yet an outstanding school because

Overall, the rate of progress made by pupils is not yet outstanding, especially in reading and writing, and particularly for boys in these subjects.

A small amount of teaching does not provide enough information to pupils on how to improve their work or does not provide sufficient challenge to help them make fast enough progress.

What does the school need to do to improve further?

Maximise the rates of progress, especially for boys in reading and writing, by:

- planning more opportunities for pupils to write to the best of their ability in all subjects
- improving the formation of pupils' handwriting and the speed at which they write
- ensuring a range of reading material is available that encourages pupils to read more.

Further improve the quality of teaching so that more is outstanding by:

- ensuring that work is always sufficiently challenging for all pupils always giving feedback to pupils on their work in English and mathematics that enables them to know how to improve and provides them with further challenge allowing pupils time to respond to this feedback
- regularly checking pupils' understanding so that planned activities and teachers' questions help them learn at a faster rate.

74. St Joseph's Catholic Primary School

Grade 2 (September 2013)

Some effective leadership and the support of key partners have insured that the school continues to provide a good overall quality of education despite the challenge it has faced with adapting to an increasingly diverse and more complex school population.

Pupils' achievement, the quality of teaching, pupils' behaviour and safety, and leadership and management remain good despite the more stringent benchmarks in place since the school was last inspected.

The school's academic tracking data and the 'provisional' 2013 national test results for Year 2 and Year 6 pupils indicate that pupils' attainment across the school in most subjects is rising and the progress they make is, more often than not, faster than expected.

The areas for improvement highlighted by the previous inspection relating to governance and the quality of the Early Years Foundation Stage have been addressed.

Some high-quality support and guidance from specialist support staff help to ensure that pupils who are known to be vulnerable to underachieving such as minority ethnic pupils, pupils with special educational needs and those who are supported by the pupil premium all make good progress.

The Christian values the school promotes and a caring ethos that permeates this school help to ensure that pupils feel safe and content.

Pupils' social, moral, spiritual and cultural development is effectively promoted.

It is not yet an outstanding school because

The impact of the school's work in some aspects requires further improvement, such as attendance, the teaching of writing and some aspects of leadership and management.

The school remains on a journey towards being an outstanding provider of education, which is demonstrated by the aspects requiring further improvement to be good and the fact that pupils' outcomes and the quality of provision across the school are not yet outstanding.

What does the school need to do to improve further?

Improve the quality and consistency of teaching and learning, particularly in writing, so that pupils' attainments and achievements are consistently good or better throughout the school by:

- increasing the effectiveness with which pupils learn, develop and use their writing skills so that their attainment is consistently high when compared with national age-related expectations
- removing the inconsistencies which remain in the impact of teaching on pupils' learning and sharing more effectively the best teaching and learning practices that exist in the school providing further training and/or mentoring where necessary so that teaching is consistently
- good or better and enables all pupils to make rapid and sustained progress in all subjects.

Improve attendance and reduce levels of persistent absence so that they are at least in line with national averages by:

- ensuring more effective strategies are brought in to raise attendance, especially among those pupils who are persistently absent
- ensuring parents and carers are better informed about the damage to their children's

- education that frequent absence and taking extended holidays during term time can cause.

Improve the efficiency and strategic influence of leadership and management at all levels so that its overall effectiveness is outstanding by the time of the next section 5 inspection by:

- ensuring that all policies and procedures, including monitoring and evaluation systems, performance management, assessment practices, curriculum development and school improvement plans, are rigorous, robust, high-quality and always stand up to scrutiny, including arrangements to secure progression in pupils' competence and confidence in writing
- ensuring all leaders, including middle leaders, are involved in strategic decision making appropriate to their position and routinely monitor, evaluate, and refine their approaches to raising pupils' achievement and improving the quality of teaching and the curriculum.

75. St Joseph's Catholic Primary School, Wetherby

Grade 1 (October 2013)

Pupils' achievement is outstanding. From the time they enter school, pupils consistently make rapid progress in English and mathematics. When they leave at the end of Year 6, pupils reach standards that are significantly above average.

Teaching is outstanding and contributes strongly to the outstanding progress pupils make over time.

Lessons are exciting and well planned.

Teachers have an excellent understanding of pupils' individual needs and set work which enables them to make rapid progress. Pupils learn exceptionally well.

Teaching assistants provide high quality support for pupils' learning. They make an excellent contribution to pupils' progress.

Pupils thoroughly enjoy school which is why attendance is above average. Pupils thrive in a supportive and caring environment and say they always feel safe. Their enthusiasm for learning adds to the progress they make.

Pupils' behaviour is outstanding both in and around school and they treat each other and adults with respect.

The headteacher provides strong leadership with a clear determination to continue to raise standards. He has developed a very strong team to lead teaching and the curriculum although the skills of middle leaders are not as well developed.

School self-evaluation is accurate. All leaders are highly ambitious for the school and take every opportunity to work with others to improve the school continually.

A stimulating and well planned curriculum ensures there are exciting opportunities which broaden pupils' horizons.

The governing body has a wide range of skills, expertise and experience which helps the school enormously. It works extremely closely with the school to ensure that the needs of all pupils are met well.

What does the school need to do to improve further?

Ensure that the skills of middle leaders are further developed in order to make sure that they continue to make a significant contribution to achievement as well as teaching and learning in the school.

76. St Oswald's Church of England Junior School

Grade 2 (April 2013)

Most pupils achieve well from their starting points. Pupils' progress is accelerating after a time when it slowed. Standards are currently above average at Year 6.

The large majority of parents are proud of the school and feel their children are getting a good education.

Teaching is good and occasionally outstanding. Teachers have high expectations of most pupils, have good subject knowledge and form excellent relationships with their pupils.

Behaviour and safety are good. Pupils are confident and enthusiastic learners. They enjoy school and their attendance is above average. They are caring and respectful to each other. Many stimulating and creative opportunities for learning inspire pupils throughout the school day. The school is led by an astute, caring headteacher, effectively supported by leaders and staff, who work very well as a team.

Teaching is well managed and successfully promotes the professional development of staff. This contributes to the pupils' accelerating progress and good achievement.

The governing body makes a good contribution to the management of the school. Governors have a good knowledge of the school's strengths and areas for improvement and play an effective part in improving school performance.

It is not yet an outstanding school because

Achievement in mathematics is not as good as in English. There is scope for more-able pupils to do better in mathematics.

Teachers do not always give pupils enough chances to learn by finding things out for themselves, which hinders the progress of some pupils.

Not enough teaching is outstanding; some inconsistencies exist in terms of expectations, the quality of marking and the use of computer technology to support pupils' learning.

The system for recording the assessments of pupils' progress is not efficient. This hampers the ability of all staff to analyse it effectively and set higher targets for all their pupils.

What does the school need to do to improve further?

Improve teaching even further so that more is outstanding by:

- reviewing the teaching and learning policy so that there is a clear policy for improving teaching, including the sharing of the outstanding practice within the school
- making sure all teachers consistently set high expectations for all pupils
- ensuring teachers' marking, and the guidance for pupils' improvement, is consistently good enabling pupils to be confident to work independently and make more use of computer
- technology to support learning.

Raise pupils' achievement in mathematics to narrow the gap with English by:

- providing more challenge for all pupils in all classes, especially for the more able pupils
- providing more opportunities for pupils to use their mathematical knowledge to solve problems.
- Improve the system for recording the assessments of pupils' progress so that it is more efficient and improves the ability of all staff to analyse it effectively and set higher targets for all their pupils.

77. Strawberry Fields Primary School

Grade 3 (March 2013)

Pupils' progress, particularly in writing and mathematics, is not consistently good over time. Teachers do not make certain that pupils write at length often enough.

They do not always ensure pupils take enough care in their basic skills such as handwriting and in their mathematical calculations.

Although teachers mark work regularly, they do not always make sure that pupils follow the guidance they are given.

The plans to move the school forward do not provide specific and clear enough guidance to aid leaders and the governing body in ensuring the best rate of improvement. Key stage and subject leaders do not always check on the quality of teaching and learning rigorously enough to ensure that areas for improvement are always promptly addressed. The governing body is not yet well enough informed to hold leaders fully to account.

The school has the following strengths

Children make a good start to their education in the Early Years Foundation Stage and are well prepared for Year 1. This is an improvement since the last inspection.

Pupils enjoy reading and make increasingly good progress.

The school is friendly and welcoming. Pupils behave well and their spiritual, moral, social and cultural development is promoted well.

Teachers make good use of links between subjects to make learning enjoyable.

What does the school need to do to improve further?

Improve the overall quality of teaching to consistently good or better in order to further improve rates of pupils' progress, particularly in writing and mathematics by ensuring that:

teachers provide regular opportunities for pupils to write increasingly at length through the school day teachers have high expectations for pupils to write with a fluent and legible handwriting and be accurate in all their mathematical and written work pupils follow up on the guidance teachers provide in marking and feedback and that errors in their basic skills are addressed in all subjects.

Further strengthen leadership and management by ensuring that:

- the school development plan sets out precisely the steps that need to be taken to achieve the school's challenging targets
- key stage and subject leaders rigorously check the quality of teaching and learning in their areas of responsibility and promptly act upon issues raised

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

78. Summerfield Primary School

Grade 3 (February 2013)

Although recent improvements introduced by the leadership team have increased the rate of pupils' progress, this is not consistently good across all year groups or over time.

Pupils' achievement in writing and mathematics is below that of reading. Pupils do not have sufficient opportunity to practise their mathematical and writing skills in all of the subjects they study.

Teachers do not always use school information about pupil progress to help provide the children with activities that will enable them to move forward in their learning.

More able pupils do not always attain the standards of which they are capable because the level of work is not consistently or sufficiently challenging.

In a few lessons teachers spent too long on lengthy explanations which cut down the time for pupils to work on their own.

While performance management is systematic, leaders do not always focus on the progress of pupils in their checking of teacher's performance in the classroom.

The school has the following strengths

The Early Years Foundation Stage gives children a good start to their education. Children have many opportunities to learn and play together and the area is bright, vibrant and welcoming to all.

Pupils enjoy their school and show their pride in everyone connected with it by such observations as, 'We like our school and do lots of fun things'. Their behaviour is good, they understand how to keep themselves safe and they are exceptionally well mannered.

Attendance has improved and is now in line with the national average.

Pupils who are entitled to pupil premium or who have special educational needs are making up for gaps in their learning and most make the progress expected from their starting points.

Teaching is improving because teacher's growing awareness of the levels of progress pupils are making.

Senior leaders and members of the governing body demonstrate a strong commitment to improving teaching and achievement, which is now being translated into action. Progress and attainment in Key Stage 2 are beginning to improve.

What does the school need to do to improve further?

Accelerate pupils' achievement in both English and mathematics to be at least good by:

- ensuring that the number of pupils achieving the higher levels in the end of year national tests is increased
- providing more regular, focused opportunities for pupils to reinforce and practise their literacy and numeracy skills in all subjects of the curriculum.

Improve the quality of teaching and learning so that it is consistently good or better across the school by:

- providing pupils, especially the more able, with suitable tasks that are matched to their level of ability
- ensuring teachers spend less time talking to the whole class to allow pupils more time to work by themselves
- using the improved assessment systems more effectively to ensure that pupils receive work and activities which better support them in taking their next steps in learning.

Increase the impact that leaders at all levels have on pupils' attainment and progress by:

- checking that teachers are setting tasks that are matched to pupils' different levels of ability
- ensuring that the checking of teaching performance is even more robust, consistent and systematically focused on pupil progress in lessons.

79. Leeds Teaching and Learning Centre

Grade 2 (June 2013)

The vast majority of students become involved with learning and accelerate their progress in most subjects. They successfully secure places in further education or employment.

All students make good progress, and some make outstanding progress in their personal development. This enables them to be involved in their education and this, in turn, prepares them well for the next step in their lives.

Teaching is good and some is outstanding.

The quality of teaching has improved since the last inspection.

Students are welcoming. They are increasingly successful in managing their own behaviour and this is helping them to make good progress.

Partnerships with other agencies, and with parents and families, are good. Parents say that the students feel safe and that they receive regular information about progress.

The senior leaders are effective in raising the achievement of students by both planning a curriculum which matches the needs of the students well, and improving teaching.

The management committee has been reorganised recently and this has further improved its effectiveness. Members support and monitor the progress of the centre well. They know what they want the centre to achieve and make plans to ensure that they are involved in bringing this about.

It is not yet an outstanding school because

A few students are not punctual or do not attend as often as they could.

Not enough time in the day is allocated to English and mathematics.

Occasionally, teaching does not challenge students to achieve their potential.

The specific skills that students need to develop in literacy and numeracy are not identified and promoted for each student in lessons, other than those in English and mathematics.

What does the school need to do to improve further?

Raise attainment in English and mathematics even further by ensuring that:

- all students attend as often as possible
- all students are always punctual to school and to lessons
- more time during the day is allocated to English and mathematics.
- Ensure that the quality of teaching is consistently good or better by:
 - ensuring that students are challenged throughout all lessons
 - pinpointing opportunities to develop individual students' specific literacy and numeracy skills in lessons in all subjects
- ensuring that marking always challenges each student to produce their best level, especially in writing.

80. Temple Moor High School Science College

Grade 2 (March 2013)

Overall, students make good progress. The proportion of students gaining five or more GCSEs at grades A* to C, including English and mathematics, has risen steadily over the last three years and is now above average.

Teaching is good because teachers have good subject knowledge. Teachers in most subjects support students' literacy skills well.

Behaviour and safety are good. Attendance is above average. Fixed-term exclusions are very low because support for students at risk of exclusion is outstanding.

Disabled students and those who have special educational needs make good progress because the support they receive helps them to become more independent.

Senior leaders have made good improvements in achievement and behaviour since the last inspection. Leaders work well with other schools and organisations to give students a wide range of learning opportunities.

The governing body holds senior leaders to account well for all aspects of the school's performance.

Achievement in the sixth form is good.

It is not yet an outstanding school because

Achievement in modern languages is not as high as in other subjects.

More-able students do not always attain the higher grades that they could.

A minority of teaching still requires improvement. Teachers' marking does not always give students enough information about what they need to do to improve.

Opportunities to develop numeracy are sometimes missed.

What does the school need to do to improve further?

Improve the quality of teaching, particularly in some modern foreign languages, so that more of it is consistently good or better by:

- making sure that teachers' marking identifies precisely what students need to do to improve their grades

- providing opportunities in lessons for students to think for themselves and learn independently so that more students achieve the top grades
- ensuring that students receive help to develop their numeracy skills across the range of subjects.

Improve the effectiveness of leadership and management by:

- sharing the good practice in teaching which exists in the school even more widely so that no teaching requires improvement
- monitoring the progress of students supported by the pupil premium closely to make sure that the achievement gap between these students and their peers closes even further
- implementing a whole-school approach to support the development of students' numeracy.

81. The Morley Academy

Grade 1 (May 2013)

Students achieve exceptionally well given their starting points in English and mathematics and across a wide range of subjects.

Teaching is outstanding. Teachers plan interesting and demanding lessons and they drive learning at a fast pace.

Occasionally, the pace of the lesson is too fast and students are not given the time to reflect on the learning, to think deeply about the work and to take more responsibility for their learning.

Students are rightly proud of their academy and as a result, behaviour is exemplary. Students' attitudes to learning are very positive. Students want to learn and willingly engage with their teachers.

Sixth formers do exceptionally well given their starting points. The great majority stay on into Year 13 and complete their studies successfully.

The academy is extremely successful in developing its staff and this contributes to high morale and strong motivation to contribute positively to its success.

Leaders and managers have a relentless focus on improving the quality of teaching so that all students achieve well across the academy.

Governors have well-established systems that provide them with a clear picture of the improvements being made in the quality of teaching and the progress of students. They provide the right mixture of support and challenge to ensure the academy continues to build on its outstanding provision.

What does the school need to do to improve further?

- Improve the depth of students' learning by ensuring, that within the fast pace of learning, students are given the chance to take charge of their own learning and are allowed the time to reflect on learning and think more deeply so as to secure fuller understanding.

82. Thorner C of E Voluntary Controlled Primary School

Grade 3 (July 2013)

Attainment by the end of Key Stage 2 has not been rising rapidly enough.

Too few pupils in Year 3 to Year 5 make better than expected progress in English and mathematics.

Teachers do not always have sufficiently high expectations of what pupils can achieve.

In some lessons teachers can take too long explaining a task. As a result, pupils are not always given enough time to work things out for themselves.

The quality of marking is inconsistent and pupils are not always given the opportunity to respond to the guidance they receive.

Leaders have not ensured all teaching is at least good.

The role of those teachers who have responsibility for leading improvements in curriculum subjects is underdeveloped.

Leaders and staff do not make good enough use of assessment information to keep a careful watch on the proportion of pupils making better than expected progress.

The school has the following strengths

Early Years Foundation Stage provision has improved significantly since the time of the last inspection. Children now make outstanding progress and are very well prepared to start Year 1.

Pupils make good progress across Key Stage

1 and attainment by the end of Year 2, which has improved year on year, is now above average.

Pupils feel safe and well cared for. They behave well and enjoy coming to this warm and friendly school. As a result, their attendance is above average.

The school has recently received a 'Gold Sing Up' award. Pupils benefit from many opportunities in the performing arts to develop their confidence and self-esteem.

What does the school need to do to improve further?

Improve the quality of teaching, so that it is consistently good or better, by:

- making sure teachers have high expectations of what pupils can achieve and use pupils' responses in lessons to refocus activities when necessary so that all make good progress increasing the time available for pupils to work independently on tasks pitched at the right level for their interests and needs
- improving the quality of marking so that all pupils receive clear guidance about how to improve their work and then respond quickly to the development points identified by the teachers.

Raise attainment by the end of Key Stage 2 by:

- ensuring more pupils make better than expected progress in Year 3 to Year 5
- creating more opportunities for pupils to undertake open-ended problem-solving activities in mathematics
- extending opportunities across the curriculum for pupils to develop their reading comprehension skills
- consolidating recent improvements to the quality of writing.

Improve the quality of leadership by:

- developing the role of middle leaders so that all play an increased part in driving forward improvements
- using achievement data more robustly to monitor pupils' progress, so as to respond quickly if pupils are not making rapid progress.

83. Victoria Primary School

Grade 3 (November 2013)

Progress in writing and mathematics is not consistently good and so not all pupils achieve all that they could.

The school does not extend pupils' writing and numeracy skills systematically. Pupils have insufficient opportunities to write at length in literacy and other subjects and to carry out practical activities in mathematics.

Inconsistencies and variation, particularly in teachers' planning, mean that the quality of teaching is not yet good. Occasionally, the work set for pupils is not matched accurately to pupils' needs and consequently, not all pupils achieve all that they could.

The marking of pupils' work is not always effective in helping them understand what they might do to improve further.

The monitoring of teaching and learning is not rigorous enough to ensure that teaching is consistently good across the school and that all teachers challenge pupils fully in every subject.

Subject leaders are not involved enough in monitoring the quality of teaching and learning in their subjects.

The school has the following strengths

Pupils are happy at school because they are safe and well cared for.

Pupils develop positive attitudes to learning.

They behave well in lessons and around school and benefit from many activities that enhance their social development and their sporting skills.

Most parents express positive views about the school and say that their children are happy and safe there.

The headteacher, senior leaders, staff and governors are determined to move the school forward.

There are clear signs of improvement, for instance in reading, where pupils achieve well by the end of Key Stage 2, and in attendance which is now good for most pupils.

Leaders have identified the reasons why teaching in writing and mathematics needs to improve and are taking urgent and appropriate steps to address this.

What does the school need to do to improve further?

Tackle the teaching that requires improvement so that all teaching is consistently good or better so that the rate of pupils' progress and achievement increases, by ensuring that:

- teachers plan work that accurately matches the needs of all pupils and challenges all pupils sufficiently, particularly those who are lower attaining or more able
- teachers have higher expectations of all pupils particularly in the quality of the work pupils produce when working by themselves
- teaching assistants are deployed to maximum effect throughout every lesson
- marking provides pupils with the guidance they need to improve their work in all subjects.

Improve the teaching of writing and mathematics so that pupils' achievement increases in these subjects by ensuring that:

- pupils are taught the skills they need to develop and extend their writing in literacy lessons pupils have sufficient opportunities to apply their writing skills independently and at length across other subjects
- any gaps in pupils' learning in mathematics are addressed effectively before they move on to new work
- pupils have sufficient opportunities to apply numeracy skills through more practical activities.

Improve the effectiveness of leadership and management by ensuring that:

- the monitoring of teaching and learning is rigorous and that the work pupils produce in their books is always of high quality and accurately reflects teachers' assessments of pupils' progress
- all teachers adopt consistent approaches particularly in their planning and marking
- subject leaders are more involved in monitoring teaching and learning in their subjects.

84. Pudsey Waterloo Primary

Grade 2 (March 2013)

Pupils of all abilities make good progress in English and mathematics throughout the school.

Pupils take pride in their work and present it well.

Children in the Early Years Foundation Stage are eager to learn and are well prepared for Year 1.

Pupils with disabilities and special educational needs, supported at school action and school action plus, achieve well because of the carefully targeted support they receive.

The overall quality of teaching is good. It is sometimes outstanding. Teachers plan lessons well and ask good questions to secure pupils' understanding.

Pupils are well behaved and take their responsibilities seriously. They are polite and respect their teachers and other adults.

The headteacher's clear sense of purpose is driving the school forward. She is well supported by a positive leadership team and good governing body. As a result, the school is well placed to continue to improve.

It is not yet an outstanding school because

Some opportunities are missed for pupils to solve problems and work things out for themselves by using their skills in literacy, numeracy and information and communication technology (ICT). Occasionally, work is not matched closely enough to pupils' individual learning to boost their progress further.

What does the school need to do to improve further?

Increase the proportion of outstanding teaching in order to further accelerate pupils' progress by:

- providing regular opportunities for pupils to solve problems and find out how to do things by themselves using their literacy, numeracy and ICT skills
- increasing the challenge to pupils by making sure that work is sufficiently difficult and more closely matched to their individual ability.

85. West Specialist Inclusive Learning Centre

Grade 2 (July 2013)

All pupils achieve well in English and mathematics.

All pupils achieve well in communication and personal development.

Good quality teaching and support ensure that all pupils achieve at least the progress expected of them.

Behaviour is good in and out of classrooms, and attendance is improving.

Pupils say they feel safe and their parents agree.

High quality care and support ensures that all pupils are included in the school's activities.

The very strong leadership of the principal has moved the school from strength to strength.

As a result of determined leadership at all levels, the school is improving at a fast rate.

The highly skilled and knowledgeable governing body spends money well to benefit all pupils.

It is not yet an outstanding school because

Not enough teaching is outstanding.

In a few lessons, teachers do not ensure that, where possible, pupils work independently.

Teachers do not always ensure the resources used interest all learners, including when they are learning to read.

Communication with parents is not yet fully effective.

What does the school need to do to improve further?

Improve the quality of teaching so that more of it is outstanding by ensuring all teachers:

- always provide resources that interest pupils of all abilities manage learning so that too much support is not given to pupils, especially the more able.

Improve communication with parents by ensuring:

- timely information is given about the progress their children make
- information is provided about the work the school does to tackle bullying
- the school's website includes all the relevant information.

86. Westgate Primary School

Grade 2 (September 2012)

Under the visionary guidance of the restructured leadership team, the school has made considerable improvement, particularly in the last 12 months and has demonstrated excellent potential to continue to do so. Leaders have successfully created an environment where everyone is valued and encouraged to have the highest of aspirations. High quality professional development is driving the school forward.

Teaching is good with many outstanding features. Teachers' imaginative ideas for lessons enthuse pupils and make learning meaningful. Support staff are skilled and contribute significantly to pupils' learning.

Behaviour is outstanding and pupils have an excellent understanding of keeping safe. Pupils thoroughly enjoy being in school and feel they are very well looked after. They respond exceptionally well to the outstanding provision for their spiritual, moral, social and cultural development.

Achievement is good. All pupils make good progress, with some making outstanding progress, so by the end of Year 6, attainment is above average in writing, well above average in reading, and even higher in mathematics.

The provision for pupils who are disabled or who have special educational needs is excellent. Consequently, they thrive, as well as making remarkable progress. Similarly, the school enables pupils who have a gift or talent to excel.

It is not yet an outstanding school because

Pupils do not consistently make as much progress in writing as they do in reading.
The quality of teaching is not yet outstanding.

What does the school need to do to improve further?

Increase the proportion of outstanding teaching by:

- ensuring planning identifies the knowledge and skills pupils will acquire in each lesson
- ensuring the teaching of writing is cohesively planned and implemented in all subjects.

Ensure all pupils consistently make as much progress in writing as they do in reading by:

- using every opportunity to reinforce pupils' spelling, punctuation, grammar and sentence structure in all subjects
- providing more opportunities for pupils to write at length and for different purposes in all subjects.

87. Wetherby High School

Grade 3 (October 2012)

Teaching across many subjects is not good enough. As a result, not enough students make good progress and some make less than expected progress.

Many teachers fail to check how well students are learning throughout the lesson. As a result, work set for students is not always at the right level of challenge.

Teachers do not mark work well enough and the written comments they make to students do not always tell students enough about how to improve.

Some teachers are not able to manage students' behaviour well enough and learning gets interrupted at times.

The headteacher and other senior staff do not check carefully enough or well enough the learning and progress of all groups of students.

Governors fail to conduct thorough risk assessments on property. They also do not monitor the use of additional funding (provided by the Government) to make sure it is improving the standards reached by the students it is designed to help.

The school has the following strengths

The headteacher is taking a determined lead in driving change. She is building a strong team of leaders of learning and helping staff to understand what they need to do to improve the quality of teaching.

Students have many opportunities to take part in activities and events to support their personal development.

Students enjoy school and many want to do well. Sixth form students say there is high expectation for them to go to university or get employment and they feel well supported by teachers and leaders.

Students say they feel safe at school and well cared for. Bullying is dealt with quickly and firmly.

What does the school need to do to improve further?

Improve the impact of the school's leaders by:

- making better use of data and information to keep a closer check on the learning and progress of all groups of students.

Make sure that the governing body:

- conducts thorough health and safety risk assessments of the school site
- monitors the short-term impact that its decisions on how to spend pupil premium has on students' progress.

Improve the impact that teaching has on students' learning by:

- making sure that all students receive regular, high quality and constructive marking and feedback.

88. Whinmoor St Paul's Church of England Primary School

Grade 3 (October 2013)

Pupils do not achieve as well in writing as they do in reading and mathematics. Pupils' progress requires improvement in writing.

The quality of teaching varies too much and does not consistently challenge all pupils, particularly the most able to make the best progress of which they are capable.

Marking is inconsistent. Pupils do not always know what they do well, what they need to do to improve or have time to respond to teachers' comments.

Since the last inspection, systems to check on the work of the school have not been consistent and have lacked rigour. Feedback given to teachers about their teaching has not been routinely followed up to see how teaching is improving and what impact it is having on pupils' learning.

The governing body has not challenged leaders sufficiently about the quality of teaching or their management of teachers' performance.

The school has the following strengths

Leaders have put in place some very effective initiatives to improve reading and mathematics. These are beginning to show a positive impact on pupils' overall achievement.

The support of adults and a well-tailored curriculum ensure the most vulnerable pupils in school settle quickly and achieve as well as their peers.

Pupils' spiritual, moral, social and cultural development is strong. Assemblies provide pupils with clear moral guidance and challenge them to think and act deeply about how they treat others.

Teachers work extremely well with the small number of pupils who display more challenging behaviour. Effective support

means their behaviour is almost always similar to that of other pupils in the school.

What does the school need to do to improve further?

Improve teaching and accelerate pupils' progress by ensuring that teachers:

- are better at checking pupils' learning throughout lessons and reshaping lessons where necessary
- improve marking by pointing out what pupils do well and what they need to do to improve and giving them time to respond to their teacher's comments share the good teaching seen in some classes to help teachers who are less effective do better.

Raise pupils' attainment and improve their rates of progress in writing by:

- providing more challenging work for the most-able pupils
- teaching grammar and punctuation more frequently across the school.

Strengthen the quality of leadership and management and governance by:

- increasing the robustness and frequency of monitoring activities, telling teachers clearly what they need to do to improve their performance and including these measures more securely in the school's plans for improvement
- ensuring the new tracking system to check on the progress pupils are making is firmly embedded by all staff so they can be held accountable for the performance of pupils in their class
- ensuring governors have further training to hold the school to account more effectively in respect of the quality of teaching.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

89. Wykebeck Primary School

Grade 3 (November 2012)

Teaching requires improvement.

The quality of teaching is inconsistent. Pupils sometimes sit for too long while listening to the teacher and lose interest in the lesson. This reduces the times when they can learn well.

Until recently, pupils in Years 1 and 2 have made slower progress than those in other classes.

Throughout the school, pupils do not reach standards in reading equal to those in writing and mathematics. This stops pupils from doing well in lessons because they cannot easily read the instructions.

The curriculum does not give pupils enough time to practise handwriting and spelling.

Pupils do not read frequently either in the school library or in other subjects.

Pupils' attendance remains below that of pupils across the country, although it is rising.

The school has the following strengths

Pupils make good progress in writing and mathematics to reach standards similar to those seen across the country.

Pupils' behaviour is mostly good in lessons and around the school.

Most pupils enjoy school. They play safely and show care and respect for others.

The school takes very good care of its pupils and this helps them to feel extremely safe. Leaders and managers, including governors, have high ambitions for the school so that pupils' achievement, punctuality and attendance are improving. Much has been done to help weaker teachers become stronger in their teaching so that the majority are now good or better.

What does the school need to do to improve further?

Improve the quality of teaching so that more is at least good or better by:

- planning exciting activities that keep pupils interested in learning
- planning lessons that give most time to pupil activity so that pupils get on well with their work and spend less time listening to the teacher
- ensuring that pupils learn at just the right speed and that they are given sufficient time to complete their work
- planning more opportunities for children in the Reception classes to practise their speaking, reading, writing and counting skills.

Raise standards and accelerate pupils' progress in reading to match that in writing and mathematics by:

- providing reading books that better match the varying abilities of pupils
- ensuring that pupils apply their knowledge of letter sounds accurately when reading
- providing regular opportunities for pupils to practise the spelling of frequently used words at home and in school
- developing more opportunities for parents to be involved in their children's reading
- providing more opportunities for pupils to use their reading skills in other subjects and in the library.
- Improve attendance further so that it reaches the national average by maintaining the current focus on the promotion of regular attendance.