

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
PRIMARY SCHOOLS					
Colton Primary	2	1	The local authority provides light touch support for this outstanding school.	Sep-12	Yes
Hovingham Primary	3	RI L&M=3	The local authority provides effective support for this school as seen in the improved national test results in 2012. There is strong evidence of an accelerated pace of change in recent months.	Sep-12	Yes
Westgate Primary	2	2	Recognising the school's strengths, the local authority provides light touch support.	Sep-12	Yes
Aberford CE Primary	3	RI L&M=3	The school is benefiting from the partnership with the local authority which is providing effective support for the teaching of numeracy. For example, consultants have worked with staff to develop skills in number operations, using counting apparatus.	Sep-12	No
Beeston Primary	3	2	The LA has provided good levels of support that have contributed to the improvements in teaching and pupils performance since the last inspection	Oct-12	Yes
Hunslet Moor Primary	3	RI L&M=3	Effective intervention by the local authority has ensured that all leaders and managers, including governors, have an accurate understanding of the strengths and weaknesses of the school.	Oct-12	Yes
Kerr Mackie Primary	3	2	The local authority provides helpful light-touch support for this good school.	Oct-12	No
Raynville Primary	3	2	The local authority provides very effective support for the school, for example, by providing outside consultants to help teachers in Years 1 and 2 improve reading. As a result, standards in reading in Key Stage 1 have improved significantly.	Oct-12	Yes

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Sacred Heart Primary	3 and inadequate monitoring	RI L&M=3	The local authority, the diocese and the governing body provide effective support which has improved the quality of leadership, management and teaching across the school. Their robust evaluation of the school, along with the senior leaders, clearly focuses on and supports those areas that require improvement, confirming the school's capacity to improve further.	Oct-12	No
Otley All Saints	2	2	Evaluation of the school's effectiveness clearly identified reasons behind the 2011 dip in performance and resulted in a programme of support and challenge by senior staff. This involved light-touch support from the local consortium of schools and from the local authority. The impact of this is seen in the considerable improvements made in outcomes in 2012, although the legacy of past weaker teaching remains in Years 3 and 4.	Oct-12	No
Deighton Gates	3	2	The local authority has provided good support for the school. In particular it has ensured that the headteacher has received valuable support from a professional partner headteacher during a period in which she was establishing leadership capacity within the school. The human-resources department has also provided very good support during the staffing reduction process.	Oct-12	No
Brownhill	3	RI L&M=3	The local authority has been very active in supporting the school. The skills of an advanced skills teacher from an outstanding school have been shared with staff in the Early Years Foundation Stage. This has improved the start that these children get to school. Close links with the skilled staff responsible for supporting pupils from minority ethnic backgrounds, including those with English as an additional language, has also strengthened provision for these pupils.	Oct-12	No

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Hunslet Carr	3	2	The local authority provides mainly light touch support for this good school but has recently provided the services of an advanced skills teacher which is helping to further improve teaching.	Oct-12	No
Moor Allerton Hall	3	2	The school has worked in an extended period of partnership with the local authority receiving an intensive level of effective support. This, along with support from an outstanding primary school, has enabled leaders to improve the school while managing a period of significant change.	Oct-12	Yes
Iveson Primary - HMI	4	satisfactory progress	The local authority statement of action for the school is fit for purpose. The school is responding well to the external support that has been provided, particularly the partnership with another school, and the support has been an important element in the progress made so far. The support is leading to improvements in the quality of teaching.	Oct-12	Yes
Hollybush	3	2	The local authority has provided effective support in the teaching of English and mathematics to support raising achievement.	Oct-12	Yes
Ashfield	3	2	No LA comment in report	Nov-12	Yes
Morley Newlands	3	2	The school receives good support from the local authority. This has been carefully tailored to meet the priorities identified by the school. This has contributed well to improving the quality of teaching, assessment and pupils' well-being and safety.	Nov-12	No
Woodlands	3	2	The local authority provides good support to the school. For example, it ensures that the school's checks on the quality of teaching and on pupils' progress are accurate.	Nov-12	No
Wykebeck	3	RI L&M=2	The local authority knows the school's strengths and areas for development. It provides additional support and training which has helped to raise standards in writing.	Nov-12	Yes

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Armley	3	RI L&M=3	<p>The headteacher has resolved some significant issues regarding the quality of teaching during her two years in post. Using the expertise of other schools and local authority advisers she has brought about some important changes especially in eradicating inadequate teaching and in speeding up pupils' progress.</p> <p>The local authority provides frequent and effective support, especially in raising the quality of teaching.</p>	Nov-12	No
Carlton	2	2	The local authority has continued to effectively support the school through the recent period of change. This guidance ensured the school continued to run smoothly during the period of change.	Nov-12	No
Holy Family	3	2	The local authority supports the school well. It provides the right amount of help for a school that they rightly judge as being good and improving.	Nov-12	No
Calverley Parkside	3	2	There is a good relationship between the school and the local authority. They have worked together in a number of areas, including developing pupils' skills in working things out for themselves and learning to study on their own.	Nov-12	No
Bracken Edge	3	2	The local authority has provided well-judged support, which has backed up the school's priorities. As the school has improved, the local authority's involvement has lessened because the need has become much smaller.	Dec-12	No
Birchfield	3	RI L&M=3	The local authority has an accurate view of the school and provides 'light-touch' support for the school. Support for teaching has been welcomed by the school and has resulted in better standards in reading and mathematics, especially for the more able pupils.	Dec-12	No

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Oulton	3	RI L&M=3	The local authority supports the school, particularly in providing a personalised training package for the staff. The governing body ensures that rigorous performance management of the headteacher and all the teaching staff takes place. Governors have received training in order to carry out this role, but are also supported by the local authority.	Dec-12	Yes
Lowtown	3	2	The school's procedures for gaining an accurate view of its performance are effective and are well-supported and challenged by the local authority.	Dec-12	No
Crossley Street	2	1	The local authority provides effective light touch support and works, as requested, with the school, to quality assure the judgements made by leaders and to provide any guidance that may be required.	Dec-12	Yes
Parklands	3	2	The local authority has helped the school to improve by offering school leaders both support and challenge through regular monitoring visits.	Dec-12	No
Grimes Dyke	3	2	The local authority has a good understanding of the school's strengths and areas for development, and provides robust challenge as well as consultant support for improvement.	Dec-12	Yes
Oakwood	3	RI L&M=3	The local authority support has reduced over time at the school as it has improved. Intensive support has been in place which has more recently been focussed on mathematics and literacy. A particular emphasis on developing reading across the school has helped bring it more in line with standards in mathematics and writing.	Dec-12	Yes
Ninelands	1	2	The local authority has confidence in the school's leadership and provides light-touch support.	Dec-12	No
East Garforth	3	RI L&M=3	The local authority has provided appropriate support to the school in reviewing its information on pupils' achievement.	Dec-12	No
Corpus Christi	3	RI L&M=3	The local authority is now providing effective support for the school and has assisted the senior leadership team in accurately identifying their current priorities for improvement.	Jan-13	Yes

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Horsforth Newlaithes	1	2	As the school has been successful for a period of time, only light touch support has been provided by the local authority in terms of school improvement although help was given with the resources needed to change the school from a junior to a primary school. The school is part of a local cluster group which provides strong support for one another.	Jan-13	No
Great Preston	3	SW	Support from the local authority is sought and offered, for example, for staff training and reviewing the school's performance but this support has not been sufficient to raise standards quickly.	Jan-13	No
Hillcrest	3	SW	The local authority has provided wide-ranging good quality support and training. This is having a positive effect on the quality of teaching and is raising pupils' attainment. For example, training in early reading techniques and the sounds that letters make has been enthusiastically implemented by staff and is the key reason why pupils' progress is beginning to accelerate in reading. 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.	Jan-13	Yes
Ryecroft	3	SW	Although the overall profile of teaching is inadequate, senior leaders have already made significant inroads into making it better, by sharing the good practice already in the school. The local authority has assisted the school in ensuring that teachers assess pupils' achievements accurately. Teachers' planning is focussed more accurately on raising attainment and the school is now in a much stronger position to improve the quality of teaching, by making sure that work is more appropriately matched to what pupils already know and can do.	Jan-13	Yes

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Holy Rosary & St Anne's	3	2	The local authority has provided good support for the school in improving the quality of teaching and achievement.	Feb-13	Yes
Summerfield	3	RI L&M=3	The local authority has worked hard to support the school. It is involved in the 'joint review group' which is helping the leadership of the school stay focused to the challenges to be tackled.	Feb-13	Yes
Featherbank	1	1	The local authority provides 'light-touch' support to this outstanding school, which in turn makes very good use of the expertise of the local authority and other schools, for example in sharing best practice.	Feb-13	No
Horsforth St Mary's	2	1	The school receives light touch support from the local authority.	Feb-13	No
Farsley Farfield	2	2	The local authority provides a light touch support that is valued by the school.	Feb-13	No
Bramley	3	2	The school benefits from excellent support from the local authority. It acts as a very effective professional friend and adviser. Its actions have been significant in recent improvements.	Feb-13	Yes
Rothwell CE	3	SM	Local authority officers identified the school as potentially requiring improvement and put strategies are in place to address weaknesses in teaching and leadership. However, despite these efforts, the rate of improvement is too slow to help pupils' achieve as highly as they should.	Feb-13	No
Calverley CE	3	2	Because this was judged to be a satisfactory school at its previous inspection it has received support and reviews through three local authority visits per year. The local authority knows the school well and has provided appropriate support for the school's autonomy.	Feb-13	No
Rosebank	3	2	The local authority has provided effective support in helping the school move forward.	Feb-13	Yes
Drighlington	3	2	The local authority has helped the school to improve by offering school leaders both support and challenge through regular visits.	Feb-13	Yes

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Bardsey	3	2	The school has worked effectively with the local authority and this good school receives light- touch support.	Feb-13	No
Manston	3	2	The local authority has played a strong role in helping the school to improve by offering school leaders both support and challenge through regular visits and attendance at school improvement meetings held with school leaders and governors.	Feb-13	Yes
Bramley St Peter's	3	2	The school evaluates itself accurately and has received good help in doing this from the local Authority, which supports it well.	Mar-13	No
Gildersome	3	2	The local authority has provided strong support to the school, for example, governor training.	Mar-13	No
Ingram Road	3	2	The local authority provides effective regular support from the school improvement advisor. Additionally, the school engages a number of improvement consultants and is a member of a local cluster of schools providing support for one another.	Mar-13	Yes
Pool in Wharfedale	3	RI L&M=3	The local authority adviser visits the school regularly and has recently arranged support from another local school.'	Mar-13	No
Strawberry Fields	3	RI L&M=3	The local authority provides appropriate support to the school. It identified concerns over standards in 2012 and has provided additional training and support to staff and the governing body. This is beginning to have an impact.	Mar-13	No
Meadowfield	3	2	The local authority provides effective support, for example, for reviewing the school's performance and providing staff training.	Mar-13	No

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Micklefield	3	2	The local authority continues to provide strong support for the school and there are regular visits which focus on achievement and the quality of teaching. In addition, the school's membership of the Garforth Schools Partnership Trust has a positive impact on its performance. Members of the trust meet to share their expertise in assessment and to provide staff training on a range of issues. Pupils also get the opportunity to visit their counterparts in other schools.	Mar-13	No
Bramham Primary	3	2	Leaders have been proactive in seeking support for the additional number of pupils with specific needs. Although slow in being deployed, the school now feels that support from the local authority's Special Educational Needs Support Team has been excellent and the Behaviour Support Team has been very effective in improving behaviour of children when they start in the Reception class. The authority's Inclusion Team also provides help but there is only limited support available from educational psychologists.	Mar-13	Yes
Pudsey Tyersal	3	RI L&M=3	The school is benefitting from links with other primary schools and Priesthorpe High School. Similarly, the local authority has worked well in partnership with the school to improve achievement and is determined that this will continue	Mar-13	Yes
Clapgate	3	RI L&M=3	The local authority provides effective support in the school's drive for improvement. The local authority has provided good advice and support in the areas of leadership, governance and teaching.	Mar-13	Yes
Waterloo	3	2	The school works well in collaboration with the local authority. For example, the school acted very promptly and robustly in analysing the lower than expected results in 2012, in collaboration with other effective schools, to ensure that teachers' judgements were accurate and to address any concerns.	Mar-13	No

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Primrose Lane	2	1	The local authority has a clear view of the school's performance. It can provide support if required and visits the school twice a year as part of the support arrangements in place. Checks by external organisations, such as the local authority, on the standards in the school consistently support the grades being awarded by the school.	Mar-13	No
Rothwell St Mary's	1	1	No LA comment in report	Apr-13	No
New Bewerley	2	2	The local authority has an accurate view of the school and recognises the school's particular dynamic and the good work it is doing to overcome potential barriers to the pupils' learning and, in particular, in working with and engaging parents. The local authority provides appropriate support; for example, it works with the school to check regularly the quality of teaching and does so at the headteacher's and leaders' request, who in turn value the authority's objective views.	Apr-13	No
St Oswald's	1	2	The local authority's school improvement adviser gives excellent support. Regular guidance contributes to the school's improvement, especially in its successful drive to secure the good quality of teaching by learning with other schools in the locality.	Apr-13	Yes
Farsley Springbank	1	2	The local authority supports the school well. This has strengthened the headteacher's expertise and provided opportunities to work closely with other schools.	Apr-13	Yes

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Iveson	4	RI L&M=3	The national leader in education and the local authority have a clear understanding of the school's performance and, on the basis of this, they provide a good balance of challenge and support to improve leadership and teaching. The school has made effective use of this. The local authority is correctly reducing, but not removing, external support because they recognise the growing capacity of school leaders to bring about improvements independently.	May-13	No
Spring Bank	2	2	The school receives an appropriate 'light-touch' support from the local authority. This support has contributed to the development of subject leaders' roles and that of the governing body.	May-13	No
Rothwell Primary	3	2	The local authority has provided regular and effective support to the school since its previous inspection. It has high confidence in the school's commitment and ability to continue to raise standards.	May-13	Yes
Meanwood C of E	1	1	The local authority provides light-touch support to this school because it regards it as very successful. However, there are close links between the local authority and the school and it draws on expertise from within the school to support others within the authority.	Jun-13	No
Carr Manor	1	2	The local authority's 'light-touch' support has been helpful in giving leaders the encouragement of an expert external assessment of the school's performance and on their improvement.	Jun-13	No
St Chad's	1	2	No LA comment in report	Jun-13	No
Alwoodley	1	1	The local authority provides appropriate light touch support to help the school to maintain a high level of effectiveness. It encourages the highly skilled senior staff to work with other schools in the authority so that as many teachers and pupils as possible can benefit from their extensive expertise.	Jun-13	No

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Ireland Wood	2	2	This improving and growing school is very well regarded by the local community and the local authority. Rigorous checking of teaching and learning has improved how well pupils do. The rich and stimulating curriculum provides a wealth of opportunities for pupils to enjoy a wide range of additional activities. For example, this year pupils have welcomed visiting authors and theatre groups into school, they are going on a trip to London, participated in sporting events and inter-house competitions in spelling, multiplication and sports. All of this contributes very well to pupils' spiritual, moral, social and cultural development. The local authority provides light-touch support to the school.	Jul-13	No
Park Spring	3	2	The local authority provides good support and challenge. The School Improvement Officer has an in-depth knowledge of the school and works closely with the headteacher. Support has included working with the school to ensure accurate assessment of pupils work.	Jul-13	Yes
LEH Thorp Arch	1	RI L&M=3	The local authority has given effective, 'light touch' support by helping the school to evaluate how to improve the quality of teaching and learning in mathematics.	Jul-13	No
Beechwood	2	RI L&M=2	The local authority reviewed the performance of the school and decided that it requires only 'light-touch' support.	Jul-13	No
Shire Oak	3	RI L&M=3	The school enjoys good links with the local authority, benefiting from support and advice.	Jul-13	No
Blackgates	2	2	The school has received regular support from the local authority over the last year. It has checked the school's procedures for gaining an accurate view of its performance and has analysed the data showing the decline in standards in 2012. As a result, the local authority recognises the school as being effective and agrees with the actions taken to get it quickly back on track.	Jul-13	Yes

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Christ Church Upper Armley	2	2	The school receives a light-touch approach from the local authority.	Jul-13	No
Thorner	2	RI L&M=3	The school appreciates the support offered by the local authority, for example in providing training for the newly appointed teacher responsible for leading special educational needs provision.	Jul-13	No
St Joseph's Hunslet	2	2	The Diocese, local authority and partner Catholic schools have provided some effective strategic support, guidance and advice to the school's senior leaders and governors.	Sep-13	No
Quarry Mount	2	RI L&M = 3	The local authority provides 'light touch' monitoring and support to the school. It has recently increased this to ensure that the appropriate support is in place to enable the new headteacher to progress her clear vision for school improvement.	Sep-13	No
Harehills	2	RI L&M = 3	The local authority supports the school well, particularly in developing the skills and knowledge of middle leaders.	Sep-13	Yes
St Augustine's	2	2	School leaders and governors value the work of the local authority and in particular the challenge and support provided by the school improvement partner. The school also works productively with other schools, notably the local 'family of schools' and the wider Leeds community schools on aspects including leadership and key curriculum areas.	Oct-13	Yes
Whinmoor St Paul's	2	RI L&M = 3	The absence of the headteacher last year and changes in teaching staff hindered the school's rate of improvement. The local authority kept a close check on the performance of the school and provided appropriate and measured support for the then acting headteacher.	Oct-13	Yes
Cookridge Primary	3	2	The local authority has supported the school well, such as through brokering partnerships with other schools, checking and advising on the school's progress and providing suitable training for leaders. It expresses confidence in the leadership of the school.	Oct-13	Yes

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Christ The King	3	RI L&M = 3	The local authority continues to provide good support for the school, particularly in relation to the provision of relevant training, advice on the establishment of 'book corners' and also on support for inexperienced subject coordinators.	Oct-13	Yes
St Joseph's Wetherby	2	1	The school works in close partnership with the local authority, for example, working alongside the headteacher to check the quality of teaching.	Oct-13	No
Burley St Matthias	2	RI L&M = 3	The local authority has been instrumental in supporting the improvements in the school. It recognised that the school required a higher level of support and it enabled the leaders and governors to develop the partnership with the national leader of education.	Nov-13	Yes
All Saints Richmond Hill	3	2	The local authority has supported the school well, conveying the view that the school is now good.	Nov-13	No
Fountain	3	2	Leaders have built effective links with local schools. The local authority now offers only light-touch support for this good school and appreciates the support leaders provide to other schools.	Nov-13	No
Methley	2	1	No LA comment in report	Nov-13	No
Southroyd	2	RI L&M = 3	The local authority has provided support proportionate to the school's needs and has given valuable training and support to governors.	Nov-13	No
Otley The Whartons	3	RI L&M = 3	The new headteacher is being well supported by the local authority in bringing about improvements to the school.	Nov-13	Yes
Victoria	3	RI L&M = 3	The local authority provides effective support in evaluating the school's performance, identifying areas for development and valuable staff training to implement improvements.	Nov-13	No
Hunslet St Mary's	3	2	The local authority has supported the school well, expressing the view that the school is now good.	Nov-13	No
Chapel Allerton	3	RI L&M = 2	The local authority has supported the school well, expressing the view that the school is now good.	Nov-13	Yes

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Swillington	2	RI L&M = 3	The local authority has provided a light-touch approach to the school since the last inspection. It offers the view that the new headteacher is determined to bring about more rapid school improvement and is confident that this will happen.	Nov-13	No
Swarcliffe	3	RI L&M = 3	The local authority is providing effective support to the new headteacher to improve the quality of teaching, pupils' achievement and the effectiveness of the school.	Nov-13	Yes
Seven Hills	3	2	The local authority provides good support to the school through providing support for the leadership team and helping them to make links with other schools.	Nov-13	Yes
Lawns Park	3	2	The local authority has provided useful support and advice. It has offered an objective view where improvements can be seen and where more is still needed.	Dec-13	No
Hugh Gaitskell	3	RI L&M = 3	The local authority is providing the school with good support to improve the quality of teaching and raise pupils' achievement further.	Dec-13	Yes
Middleton St Mary's	3	RI L&M = 3	The local authority visits the school at least four times per year as part of their support. They help the school to arrange specialist training for those aspects that the headteacher seeks to develop.	Dec-13	Yes
Brodetsky	2	2	The local authority is supportive of the school and has a clear view of pupils' progress, the quality of teaching, and the school's strengths and weaknesses.	Jan-14	Yes
Roundhay St John's	2	2	The local authority recognises that the school is well led and managed. They appropriately provide only 'light touch' support through just three visits to the school per year.	Jan-14	Yes
Brudenell	2	2	Leaders also know that they have to raise mathematics standards. The mathematics leader has fully resumed her key role and the work done with teachers and the local authority is showing good results.	Jan-14	No

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Kirkstall Valley	2	2	The headteacher has been working under challenging circumstances. Despite this, in the words of a local authority advisor, 'the headteacher has been absolutely passionate about getting everything right for the children.' One hundred per cent of parents (Parent View) would recommend this school to other parents. Parents who spoke to the inspectors were all positive about the school. Typical comments were, 'We are happy with the education our children receive' and 'This is an inclusive and welcoming school we cannot speak highly enough about it.'	Jan-14	Yes
Whingate	2	2	The local authority recognises that there is strong leadership in the school. They visit once per term to meet with the leaders and on other occasions to support for the governing body.	Feb-14	Yes
Bracken Edge	2	2	The local authority has a clear view of the school's many strengths, recognising the work it has done in recent years to raise achievement. It ensures there are good links between the school and others with a similar intake of pupils. This cluster works well in collaboration to provide training for teachers and teaching assistants to meet the needs of pupils who have little or no English when they arrive.	Feb-14	No
Richmond Hill	2	2	The local authority has an accurate view of the school and recognises the school's particular circumstances and how these have changed greatly over the past 18 months. The local authority has worked closely with the school over this time to ensure that the quality of teaching and leadership did not decline and, in particular, has worked with newly appointed middle leaders to ensure they are effective.	Feb-14	No

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St Matthew's	2	3 L&M = 3	The local authority recognises that the headteacher has the skills to make the necessary improvements in the school and provides three days of support each year. The school also makes additional use of the services provided by the authority, for example to support its staff training.	Feb-14	Yes
Rothwell Victoria	2	2	The local authority representative is a regular visitor to the school and does undertake some checks on the quality of teaching and the progress of pupils during her allocated visits and offers support when required.	Mar-14	Yes
Whitecote	2	3 L&M = 3	The local authority works regularly with the school and has recognised the decline in pupils' progress and attainment and, as such, has supported the headteacher to reduce her commitments to work in the authority to focus on making improvements in the school. The local authority are confident that the headteacher can make the improvements needed to raise pupils' achievement because of evidence of improving progress in Key Stage 2.	Mar-14	No
St Joseph's Pudsey	2			Mar-14	No
Greenhill	2			Mar-14	No
Woodlesford	1			Apr-14	Yes
Armley	2			Apr-14	No
Pudsey Bolton Royd	2			Apr-14	No
SECONDARY SCHOOLS, SILCs, PRUs					
FULL OFSTED					
Allerton Grange School	3	2	The local authority provides 'light touch' support for this good school.	Sep-12	No
BESD SILC	4	4	The governance of the school: is exercised by an Interim Executive Board (IEB), through which the local authority provides good support for the school in setting its strategic direction	Sep-12	Yes

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South SILC (Broomfield)	2	2	Broomfield has been well supported by the local authority before and following the appointment of the Principal, for example, by placing temporary leaders at the school while waiting for a new Principal to be appointed and providing the expected advice on recent spending. Governors have maintained a close and productive working relationship with the local authority.	Oct-12	Yes
Wetherby High School	2	3	The local authority's support and training helped leaders to improve the quality of teaching.	Oct-12	No
NE SILC (West Oaks)	2	1	The local authority appropriately provides only light touch support for the school. Their guidance and specialist support helped the school to make better use of the data it collects.	Nov-12	No
Royds School	3	3	There is a link adviser assigned to the school from the local authority. The school subscribes to the Leeds Learning Partnership which provides subject and senior-leader networking opportunities. There is also a link with an outstanding school that has recently been set up to provide school to school support and opportunities for sharing good practice. These arrangements provide effective support.	Nov-12	Yes
Priesthorpe School	3	2	A good package of support has been provided by the local authority focusing on middle leadership, special educational needs, mathematics and science. Good links have been set up with another local school and this has ensured professional collaboration which has raised students' achievement.	Nov-12	Yes
Bruntcliffe School	3	4	The local authority has provided effective support to the school on matters relating to staffing, support for the governing body and financial management but they have had less impact on improving teaching and learning.	Jan-13	Yes

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Cardinal Heenan	2	3	The school has been supported and challenged by the same member of the local authority for over five years. He knows the school well and his reports provide a useful and impartial review of the school's performance. The local authority has also played an important role in supporting governors.	Feb-13	Yes
Benton Park	3	3	External reviews and this inspection show a marked improvement in teaching in the last year. The proportion of good and outstanding teaching has risen and no inadequate teaching was seen. A review by the local authority in February 2012 found a significant proportion of inadequate teaching. The school has taken very robust, successful actions to eliminate inadequate teaching although some still needs improvement. The local authority has been instrumental in supporting the development of the ability of both governors and the school leadership to make improvements.	Mar-13	Yes
Temple Moor	3	2	External consultants and the headteacher from the nearby John Jamieson School and Technology College give senior leaders good support and advice. They help to check that the school's judgements on its performance are accurate. The local authority provides light-touch support for this good and improving school	Mar-13	Yes
Prince Henry's	2	2	The headteacher is a local leader of education and she is a member of a strategic board within the local authority. For the benefit of both its own students and others, the school is outward looking and has very close partnerships with a range of other schools and organisations. This includes the local authority with which strong links have been maintained and are valued. The local authority has a mechanism in place for checking on the effectiveness of the school and for providing and brokering support and challenge.	Feb-13	Yes

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Royds	3	3	There is a link adviser assigned to the school from the local authority. The school subscribes to the Leeds Learning Partnership which provides subject and senior-leader networking opportunities. There is also a link with an outstanding school that has recently been set up to provide school to school support and opportunities for sharing good practice. These arrangements provide effective support.	Nov-12	Yes
Ralph Thorseby	3	3	Good links with the local authority and support from a National Leader in Education (NLE) are used by senior leaders to check their judgements are accurate and to access additional support.	Mar-13	Yes

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City of Leeds (Ntl)	4	3	<p>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.</p> <p>The interim executive board performs its duties well. Safeguarding checks are rigorous. The members offer incisive evaluation, support and challenge to the school. This has been pivotal in securing improvements for students. The interim executive board has supported the school in making some important changes to the way teachers are rewarded for the quality of their work. Equally, the members have made sure teaching which falls short of the mark is not rewarded inappropriately. The board has clear information about the numbers of teachers on higher pay scales or holding posts of responsibility. Members of the interim executive board have chosen to spend both the pupil premium and the catch-up premium on additional staffing to support the progress of students who are at the early stages of speaking English. They know that the impact of this has not been checked on thoroughly enough.</p> <p>The local authority has provided effective support for the school. For example, a consultant has worked with the head of mathematics in planning improvements. Consequently, students' progress in mathematics has improved.</p>	Apr-13	Yes
Morley Academy	1	1	As this is an outstanding academy, the support from the local authority is appropriately minimal.	May-13	
Brigshaw	2	2	Some external support is provided by the local authority, but as the school is deemed to require a 'light touch' approach it is currently limited to termly visits by the link adviser.		Yes

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
Corpus Christi	2	3	The local authority has supported the school well. It arranged support for the school to improve teaching and learning. As a result effective practice has been shared and the impact in key subjects has been good	Jun-13	Yes
TLC North (KS4 PRU)	3	2	The local authority has provided consistent, high quality support for the centre through the allocation of advisers who have expert knowledge and who know the centre well.	Jun-13	
Mount St Mary's	2	3	The local authority provides good support for the school. This has helped the school to identify accurately its strengths and areas for development and has helped senior and subject leaders to improve teaching and achievement to date.	Jun-13	Yes
North West SILC	2	2	The local authority is supportive of the school, knows it well and is appreciative of the role that the SILC undertakes in managing education for pupils with special educational needs in this part of Leeds.	Jun-13	
Leeds East Academy		4	The academy's sponsor has not rigorously monitored or supported the academy through a period of significant change.	Jun-13	No
South Leeds Academy	4	4	The academy chain has monitored the academy and is offering support and guidance at senior leadership level. It is aware of the strengths and weaknesses of the academy and is working closely with the Principal and associate principal to offer well-focused support.	Jun-13	No
West SILC	2	2	The relationship between the school and the local authority is very positive. Its direct support is 'light touch' but it brokers an external consultant, well versed in the context of the school's work.	Jul-13	
Allerton High	2	2	The local authority gives good support to the school. In particular, it has given excellent advice and support to enable the school to develop its use of assessment information in order to improve teaching and measure the progress of different groups of students.	Sep-13	Yes

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
Lawnswood	3	2	The school has a positive relationship with the local authority that has recently carried out a review of the effectiveness of the English and mathematics departments.	Oct-13	Yes
Woodkirk	2	2	Effective partnerships exist within the Leeds Partnership of schools, and the local Teaching Alliance, to support the continued development of teaching and learning. In addition, an external consultant, brokered by the local authority, provides an objective view of the work of the academy	Nov-13	Yes
Guiseley	2	2	The school maintains strong links with the local authority. It receives good quality support in relation to validating the accuracy of the school's data. The local authority regards the school as a 'light touch' school. Consequently, the support required and provided is minimal.	Nov-13	Yes
Roundhay	2	1	The school works well with the local authority to share best practice across the city and the local authority has given good support with the development of the primary campus. The headteacher, as a National Leader of Education, supports other headteachers and the school is a founder member of a teaching alliance that works across four local authorities.	Nov-13	Yes
Garforth Academy	1	1	No comment on SPT or LA.	Dec-13	No
The Farnley Academy	3 pre conversion	1	Awaiting report	Dec-13	Yes
Horsforth	2	2	The local authority provides light touch support for the school and regularly supports leaders and managers in evaluating the trends in improvement based on the school's data, local authority measures and national data.	Dec-13	Yes
Carr Manor	2	2	The local authority provides 'light touch' but appropriate support for this good and improving school. It has guided the school effectively on its journey to provide for pupils of all ages.	Feb-14	Yes
MONITORING VISITS					

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
City of Leeds (Ntl)			The Interim Executive Board has a sharp focus on improving students' progress and they have an increasingly clear view of the strengths of the school and the considerable challenges that remain. They are supported by the now crisp and clear reports and information from the school. The external support from the local authority has supported the school with vigour and the school appreciates the practical and moral support it has provided. The statement of action is fit for purpose. It provides detailed support and guidance for leaders and the Interim Executive Board.	Sep-12	Yes
John Smeaton (SM)	4	RP	The local authority is making a very effective contribution to the school's improvement in line with their statement of action which is fit for purpose. Its officers acted quickly to support the school through a difficult period following the previous inspection and they helped to secure a new headteacher designate without delay. Since then, the adviser allocated to the school has provided strong leadership in improving teaching and learning and she is beginning to build the capacity of school leaders to continue this work. She is also brokering appropriate external support for the school in line with its improvement priorities.	Oct-12	Yes
John Smeaton (SM)	4	RP	A local authority adviser worked half time in the school last term to support the improvement of teaching and this had a positive impact. The support continues, but with considerably reduced time because the local authority rightly recognises the school's growing capacity to improve teaching independently.	Feb-13	Yes

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
BESD SILC Elemte Wood	4	RP	The local authority has addressed the weaknesses in the statement of action. It has acted to resolve the uncertainty about the leadership of the school and clarified how new leaders will be supported. Targets to check the school's progress are clearer. The statement of action is now 'fit for purpose'. Support from external partners has helped senior leaders to begin to implement programmes of regular monitoring of teaching. As a result, the school is beginning to identify specific training and support for individual staff. This is a useful first step towards enabling leaders to sharpen performance management.	Apr-13	Yes
BESD SILC (NtI)	4	RP	The local authority's statement for action draws on a range of external support and advice including access to educational psychologists and training. The statement of action sets overall targets for improving achievement, teaching, behaviour and attendance. However, there are insufficient milestones against which progress towards achieving the targets can be monitored and evaluated.	Nov-12	Yes

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
Royds	3		Local authority officers' conduct regular reviews of progress and have brokered links with other schools to support particular areas of work. For example, the mathematics department benefits from working with staff from Rossett School and middle leaders welcome the opportunity to attend meetings with staff from schools in the Leeds Learning Partnership. Senior leaders have connections with other schools in order to access support. The local authority agree that their plan needs to be adjusted as it lacks measurable goals so that the work of the local authority consultants can be evaluated. The school improvement partner has recently started work looking at the quality of teaching and learning. Joint observations are being conducted so that staff can understand why lessons are judged in a particular way and to ensure greater consistency within the school.	Jan-13	Yes
Wetherby High School	3		Senior leaders and governors have valued the support of the local authority. It has found the teaching and learning reviews helpful in improving teaching. Senior leaders have also found the partnerships brokered by the local authority useful in giving senior and middle leaders the opportunity to see outstanding practice.	Feb-13	No
Cardinal Heenan	2	3	The school has a close relationship with the Local Authority who have been supportive of the schools plans for improvement.	May-13	Yes

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
Bruntcliffe School	3	4	The local authority's decision to endorse these established links in its support plan for the school is both pragmatic and appropriate. The key elements of the local authority's support plan are now in place or dates are set. However, there has been some tardiness in finalising some arrangements. Some aspects of the local authority's support have not been sufficiently clear to enable governors and others to gauge their usefulness. It is imperative that subsequent information, such as the outcomes of the planned reviews, is timely and of high quality. The local authority's statement of action is fit for purpose.	May-13	Yes
Ralph Thoresby	3	3	The school is receiving outstanding support from the local authority. The amount of support offered has been well-judged and matched to the needs of the school. The local authority led review in September gave a realistic assessment of the school's position and made staff aware of the task ahead.	Jun-13	Yes
John Smeaton	4	4 - RP	United Learning and the local authority are working effectively in partnership to secure a smooth transition to academy status for the school. Local authority advisers monitor the school's progress closely and provide very useful recommendations. These are helping recently appointed leaders, in particular, to improve their contribution to raising standards. The local authority has reduced significantly its intensive support for improving teaching, recognising the school's growing capacity to manage this independently.	Jul-13	Yes

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
City of Leeds	3	3	The Interim Executive Board provides much needed stability to the school but it does not underestimate the future challenges. It has supported the head teacher to take clear and direct action to improve the quality of teaching in the school and continues to challenge the senior leadership to ensure these improvements result in better achievement for students	Jul-12	Yes
Corpus Christi	2	3	You have appreciated the support from the local authority are confident that this is well matched to the needs of your school. It is being used effectively to supplement in-house expertise and to help put in place the basics on which to build rapid and sustained improvement. For example, external support has enabled the school to start development work with a number of colleagues who need help to improve their teaching. The school's new improvement adviser has quickly gained a detailed understanding of school's priorities and is already working productively with you and your leadership team to tackle them.	Sep-13	Yes

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
Leeds East	4	4	<p>The sponsor's support for the academy has improved, albeit belatedly. Part of the support is exemplified in the establishment of the Raising Attainment Board. The sponsor is providing specific financial support to enhance the leadership capacity of the academy through the recruitment of two members of staff with specific lead responsibilities. However, much of the work set out in the sponsor's statement of action, incorporating its plan, relates to checking rather than supporting or enhancing improvement. The plan has a number of weaknesses. The areas for improvement set out in the inspection report are not all included. The plan is not sufficiently clear about what the sponsor is providing and when, as descriptions are too general and timescales too broad. Hence, the plan does not provide an adequate basis for determining actions, monitoring progress or considering value for money. Following the monitoring inspection the following judgements were made:</p> <p>The sponsor's statement of action is not fit for purpose.</p>	Oct-13	No
South Leeds Academy		4	<p>The sponsors are providing significant challenge and support to the leaders of the academy. The sponsor and Board of Trustees' statement of action is not fit for purpose</p>	Oct-13	No

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
BESD SILC-Elmete	4	RP	Strengths in the support brokered by the LA and provided by the school's strategic partner, John Jamieson School and Technology College, has contributed to improvements in provision and the quality of teaching and learning in English, mathematics and science. However, support in other areas has had less impact with outcomes for students' attainment and attendance not being met. The local authority has reacted swiftly this term to provide interim leadership for the school at short notice. However, not enough support has been given to the development of strategic leadership at every level and this now needs to become a priority.	Nov-13	Yes
Wetherby High School		3	The school is receiving support from the local authority. The local authority led review in May 2013 gave a realistic assessment of the school's position. The school has not formed a strong partnership with a good or outstanding local school that is helping to accelerate improvement but Specialist Leaders of Education have undertaken work in English, mathematics and science.	Nov-13	Yes
Bruntcliffe		4	The school continues to be supported by the local authority as well as accessing support from other schools and organisations. The school has demonstrated that it can be proactive in identifying and securing the training it needs and hence the local authority's support for this strategy is promoting improvement and maximising the effectiveness of resources. The local authority has fulfilled its monitoring responsibilities through the regular review group meetings, thus holding the school to account. It has also provided additional challenge through the use of an external consultant with a monitoring brief; this has been valued by the school.	Nov-13	Yes

School	Previous Grade	Current Grade	LA Comment	Date	LCC SLA
Corpus Christi	3		You are positive about the quality of support from local authority and value the local authority's contribution to helping the school to improve.	Feb-14	Yes