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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 22 August 2007**

**SUBJECT: Annex 1: Ofsted Summaries**

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### SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

#### **1 Cardinal Heenan Catholic High School (February 2007)**

1.1 Cardinal Heenan Catholic School provides its pupils with a satisfactory quality of education and provides satisfactory value for money. This judgment matches the school's own evaluation.

1.2 Pupils reach standards which are consistently above the national average. Given their starting points, the progress they make is satisfactory. Some pupils do not do as well as they should in Key Stage 3 mathematics and not enough pupils gain five or more A\* to G grades at GCSE. Teaching and learning are satisfactory overall. There are a number of strengths, but inconsistencies within and across subjects, including the use of assessment for learning, limit the impact of teaching on learning and achievement. The curriculum is increasingly well matched to pupils' needs and has changed in recent years to reflect better the changing needs and interests of learners at the school. The school successfully promotes a distinctive religious character and Christian ethos and pupils' spiritual, moral, social and cultural development is good, as is their wider personal development and well-being. Pupils receive satisfactory care, guidance and support. The quality of care and pastoral support is more developed than academic guidance. Leadership and management are satisfactory overall with some strengths in senior and middle leadership. The headteacher has been the catalyst for a number of important whole-school developments involving teaching and learning, the curriculum, assessment and the school's designation as a specialist language college. The headteacher and senior leaders are well aware of the challenges the school faces and have set about identifying the most important things the school needs to do to improve further. A number of issues highlighted in the last inspection report have been tackled successfully. However, the school's systems for monitoring and evaluating the quality of its provision lack sufficient rigour.

1.3 The specialist language college status has had a positive impact on several aspects of the school. Standards in modern foreign languages are above national averages, particularly at the highest levels and GCSE grades. Specialist funding was used to extend the availability of pupil access to information and communication technology (ICT). The installation across the school of interactive

whiteboards has facilitated a more 'hands on' approach to learning, to which many pupils at the school are responding positively. This has enhanced pupils' learning and contributed to the improved progress of boys, who now outperform girls in terms of the standards they attain at the end of Key Stage 4. In addition, pupils are confident in their oral work in languages because of the support this school provided for them in their primary schools.

Grade: 3

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

- Improve the achievement of pupils in mathematics at Key Stage 3, in particular that of lower ability pupils, and improve the percentage of pupils gaining five or more A\* to G grades at Key Stage 4.
- Tackle the inconsistencies that exist within and across subjects in terms of assessment for learning.
- Improve the monitoring of provision and the evaluation of its impact.

**2 Crawshaw School (March 07)**

2.1 In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could be reasonably expected to perform.

2.2 The school has worked hard to improve since its last inspection when it was given a Notice to Improve. At that time, achievement and standards, teaching and learning and leadership and management were all judged to be inadequate. This is no longer the case. Teaching is now satisfactory with more good teaching evident than previously. Senior leaders and middle managers have developed well and are effective in their leadership and management roles. Leadership and management are now satisfactory and self-evaluation reflects the school's better understanding of its work. As a result, the school's provision has improved and students' learning is better. However, the school's work has yet to make its full impact on students' achievement, which remains inadequate. As a result, the school is given a Notice to Improve.

2.3 A key factor in the school's recent success is the significant strength of leadership provided by the executive headteacher. In a short time he has enabled his senior leaders to develop effectively as a team. Together they have energised staff to secure improvement and this is now paying dividends. For example, the collection and analysis of data are much better and are used increasingly effectively to identify what intervention and support will best help students learning. Students' care, guidance and support are now good. New strategies to aid teaching are making a difference to its quality. No inadequate teaching was observed during the inspection and most students made satisfactory progress in lessons. Students with learning difficulties and/or disabilities receive effective support and make similar progress to that of other students in their group. Although this is an improvement, all students need to make consistently good progress through good teaching if their achievement is to accelerate at the pace required.

2.4 The legacy of weaknesses in teaching and learning in the past means that students have a lot of lost time and need to catch up. This has contributed significantly to students' underachievement in Key Stages 3 and 4. GCSE results in 2006 declined and achievement and standards in science were of particular concern. So too were

the results in the humanities subjects of history, geography and drama. The school has understandably focused on improving achievement in the core subjects of English, mathematics and science, and mathematics continues to be a subject where students do well. However, the impact of the specialist humanities status, in terms of its provision, results and influence across the school, is inadequate.

Grade: 4

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

The work of the sixth form is a credit to those across the consortium who lead and manage it: leadership and management here are good. The quality of provision in the sixth form is also good. Performance at A level improved significantly in 2006 and there is good evidence that this level of performance will be repeated in 2007. Students' good achievement reflects the quality of teaching observed. There are particular strengths, for example, in business education, where performance is outstanding.

Grade: 2

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

- Raise students' achievement and standards in Key Stage 3 and Key Stage 4, particularly in science.
- Improve the proportion of good and better teaching and learning in school.
- Improve the provision, the outcomes and influence of the specialist status in humanities across the school.

3 **BESD SILC (February 2007)**

3.1 In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils a satisfactory standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

3.2 When the SILC was set up, it admitted a large number of pupils with very severe behavioural difficulties. The main thrust of its work has been focused on behaviour and attendance. To this end the SILC has been judged to be successful in re-engaging pupils in education, helping them face their problems and turning around their behaviour. Care, support and guidance are satisfactory. Links with other agencies able to support the pupils are good. As a result of this extra support and the satisfactory provision for pupils' spiritual, moral, social and cultural development, pupils' attitude to school, their behaviour and attendance are satisfactory.

3.3 Initially the staff team lacked consistency. Staff who had been trained to teach pupils with MLD struggled to meet the academic and behavioural needs of the changing population. Some rose to the challenge and adapted well. Others found it difficult. The principal and governors made difficult decisions and, with the help of Education Leeds, followed procedures to improve the effectiveness of staff. Initiatives to improve the quality of teaching and learning are beginning to have an effect, but there is still a long way to go. While there are some strong teachers, too much teaching is still inadequate. The overall inadequate teaching is reflected in inadequate learning and underachievement. This means the school is failing to provide a satisfactory standard of education and offers unsatisfactory value for

money.

- 3.4 Links with the high schools are variable. Nevertheless, the SILC is beginning to fulfil its role to include pupils in mainstream education. To date, 20 pupils have spent time in high schools but outreach support has yet to begin. Work has been done to improve the curriculum. The introduction of individual learning plans and off-site provision is especially effective, but there are weaknesses in many subjects including the important ones of personal, social, health and citizenship education (PSHCE) and English. This makes the curriculum inadequate
- 3.5 The leadership team has had to cope with much change. They continue to have to work on a split site, which causes considerable difficulties over administration and resources. The current team is large but its deployment lacks coherence. The workload is unevenly spread and members do not have a teaching commitment. This takes the expertise of seven key teachers away from the classrooms. Other than in teaching and learning, there is little monitoring and accountability. There are very few systems to check the effectiveness of the SILC and action planning is underdeveloped. Leaders are very honest in their evaluation of the SILC's effectiveness but have not fully taken account of the factors that have led to underachievement.
- 3.6 Even considering the changing demands, progress in the time the SILC has been open has been too slow. This makes leadership and management unsatisfactory. With the negative attitude of some staff, long-term absences and the need for continued support from Education Leeds, the capacity to improve is unsatisfactory.

Grade: 4

- 3.7 **What the school should do to improve further**
- Ensure pupils achieve well by improving the quality of teaching and the curriculum.
  - Establish robust systems to monitor the effectiveness of the SILC and its impact on learning and achievement.
  - Make the workload of the leadership team more equitable and effective.

#### **4 Garforth Community College (July 2007)**

- 4.1 Garforth Community College is a very vibrant and highly successful school led by an inspirational headteacher. The Every Child Matters agenda is at the heart of everything that the school does and the achievement of students at all levels of ability is very good; the standards attained in external examinations are very high.
- 4.2 Teaching is generally good with pockets of outstanding practice. Students enjoy their lessons, behave extremely well and make very good progress. In the best lessons, there is an excellent range of interesting activities and assessment is used well to support learning. In a small number of lessons, the work is repetitive and does not inspire the most able students. Nevertheless the students remain highly motivated and work very hard.
- 4.3 The quality of the care, guidance and support for students is outstanding and contributes to their success. The school is very inclusive and no student has been excluded this year; very effective specialist provision is available to meet the needs of those with the most challenging behaviour. Students are treated as individuals and every effort is made to ensure that they are on programmes of study that

match their needs and aspirations. Imaginative curriculum innovations at Key Stages 3 and 4 are increasing flexibility. A wide range of vocational courses is offered to provide an attractive alternative to the more traditional curriculum. There are clear progression routes through to Key Stage 5, encouraging students to stay on in the sixth form who would otherwise have left education.

4.4 There is an extremely wide range of extra-curricular activities and participation rates are very high. The specialist performing arts status has supported significant expansion in resources and activities that are shared very well with other schools and the local community. The two-week Garforth Arts Festival, run by the college, attracts world renowned performers to the area. The college offers a good range of courses for parents to interest them in education and to raise aspirations. The new School Partnership Trust is designed to support the expansion of the extended school provision and to enhance work that the college does with the local community and schools.

4.5 Leadership and management of the college are outstanding. The headteacher has a clear and imaginative vision for the college and he is supported well by a very able team of senior managers and a strong governing body. The college has improved rapidly over the last few years and staff have been supported extremely well throughout the changes. Financial management is very good; spending is prioritised well and the college provides excellent value for money. However, some accommodation is poor and the college does not have the necessary funding to improve it. Governors, leaders and managers know the college well and performance is under regular review. There is a very strong drive for improvement leaving no room for complacency. The capacity to improve is excellent.

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

Sixth form provision has improved considerably. Over the last few years, achievement has been satisfactory. Managers have analysed the reasons for this and have taken decisive and effective action. They have strengthened academic guidance and personal support and introduced a broader range of courses that meets students' needs more effectively. Students are making better progress this year and indications are that standards and achievement will improve in 2007.

Grade: 2

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

- Share best practice in teaching and learning.
- Introduce more challenging activities into lessons to inspire high attaining students.

5 **John Smeaton Community High School (December 2006)**

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

5.2 Standards attained by pupils at key stages 3 and 4 are exceptionally low and achievement is inadequate overall. Pupils entering the school in Year 7 lose

ground, and make poor progress by the end of Year 9. However, recent strategies, implemented to increase pupils' progress during Key Stage 4, raised the achievement of targeted Year 11 pupils in the 2006 examinations and a higher proportion met their targets. Although there are examples of good practice, the quality of teaching is unsatisfactory overall, because planned activities do not consistently engage or motivate pupils to learn. Furthermore, pupils do not all acquire the skills necessary to help them to take responsibility for their learning and make good enough progress.

5.3 The headteacher leads the school well, and provides clear direction for all staff. He has worked effectively with the deputy headteacher to manage a period of significant change and has built the capacity of leaders and managers at all levels to tackle low standards and achievement more effectively. Senior leaders know the school's strengths and weaknesses because of a self-evaluation process that is robust and central to school improvement. Governors monitor the work of the school and play an increasing role in holding it to account. However, although rigorous systems and structures have been implemented, they are not all fully established and so their impact on raising achievement and standards is uneven.

5.4 The school rightly takes pride in its inclusive ethos. The good care, guidance and support provided by a large team of staff ensures that pupils make satisfactory progress in their personal development and well being. Attendance remains low, but the school has worked tirelessly to ensure that targets are met. Partnerships with parents and other stakeholders have improved and pupils feel that their views are listened to more. The great majority feel safe in school and think that behaviour has improved so that their lessons are disrupted less. As a result of the consistent implementation of agreed procedures, the foundations for future improvement are secure; staff morale has improved and the school has good capacity to improve further.

Grade: 4

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

The overall effectiveness of the sixth form is satisfactory. Although standards at the end of Years 12 and 13 are below average, students make satisfactory progress considering their starting points on entry to the sixth form. Almost all students who start courses complete them. Leadership and management are satisfactory. Leaders track the progress of students carefully and priorities for future development are clearly mapped out. The curriculum is limited in range, but it offers a selection of academic and vocational courses that currently meets students' needs. The school recognises the need to further extend students' personal development by providing a wider range of enrichment activities. Students enjoy life in the sixth form and say that the teaching is usually interesting. However, their communication skills are not developed to the level expected. Good care, guidance and support enable students to make appropriate choices about their future, and the majority of them go on to further or higher education.

Grade: 3

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

- Raise pupils' attainment in all Key Stages, particularly in English, mathematics and science.
- Teach pupils the basic skills that enable them to be successful learners.
- Improve the quality of teaching by increasing the range of activities that

engage and motivate pupils to learn.

- Further improve attendance.

## **6 North East SILC (June 2007)**

- 6.1 Provision in the North East SILC is outstanding. Both West Oaks School and the Oakwood Lane Centre are extremely effective and continually strive to improve the provision for all the learners. Because of their learning difficulties, the standards reached by West Oaks pupils are exceptionally low but all pupils do well in their studies and make outstanding progress. Pupils at Oakwood Lane enter the centre with very low levels of attainment but many make excellent progress in catching up to nationally expected standards. Many pupils at the centre are therefore able to rejoin mainstream secondary schools. The pupils love coming to school and parents are generally very happy for their children to attend, knowing that they will be safe, that they enjoy their lessons and that the staff have high expectations of their progress. Typically, parents comment that their children love school and that, 'he can't wait to get there'.
- 6.2 The monitoring and tracking of the pupils' achievement is outstanding and plays a vital part in ensuring the pupils' excellent progress. All the pupils also make outstanding progress in their personal development. The quality of teaching is excellent, including for pupils with PMLD and those with autistic spectrum conditions. Teaching in the post 16 department is outstanding and most pupils achieve very well. The pupils enjoy their lessons and respond by trying their best. Lessons on both sites are well planned and the curriculum has a clear focus on meeting the needs of each pupil. It is enriched by the good use of off-site visits to extend the pupils' knowledge and understanding. The range of qualifications available to older pupils, however, is limited and pupils in Years 11 and in post 16 are restricted to the same form of accreditation. This does not allow pupils of all abilities to demonstrate their potential.
- 6.3 The pupils thrive within the supportive ethos. There is a strong emphasis on the pupils' personal, health, and social education (PHSE) on both sites. This promotes the pupils' emotional and behavioural development and they learn to stay healthy, to keep safe and to behave well. The pupils are involved wherever possible in decisions about their progress and well-being. Pupils in the post 16 department make excellent gains in their levels of maturity and self-confidence, helped by outstanding programmes of work related learning.
- 6.4 The SILC provides exemplary support to a wide range of other schools. Both West Oaks School and the Oakwood Centre are very active in supplying a range of their expertise, not least to support a number of inner-city primary schools.
- 6.5 All this is driven by outstanding leadership and management. The acting principal provides excellent overall leadership and he is extremely well supported by the senior staff on both sites. Their contribution is outstanding in ensuring the staff work as close knit teams and share the vision of maintaining high standards in all they do. The governing body is supportive and provides a good level of challenge to the senior staff. The SILC has had an excellent track record since the previous inspection, provides excellent value for money and has an outstanding capacity to improve further.

Grade: 1

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

Pupils make outstanding progress in their personal development because of excellent procedures to develop their experiences of adult life. The post 16 department has developed excellent work related activities to which the pupils respond enthusiastically. The staff promote mature behaviour and an adult ethos within which the pupils are encouraged to actively seek independence and make choices. Because of this and the excellent teaching, most pupils make outstanding progress. The range of qualifications on offer, however, is limited and some pupils are not rewarded with the most appropriate form of accreditation for their efforts. The department is well led and managed.

Grade: 1

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

- Broaden the range of accreditation in Year 11 and Year 14 to allow pupils of all abilities to fully demonstrate their achievements.

7 **Lawnswood School (January 2007)**

7.1 Lawnswood School provides a satisfactory education for its students. There has been an improving trend in results at Key Stage 3 and Key Stage 4 and students now make satisfactory progress, reaching standards at the end of each key stage that are broadly in line with national averages. However, the school is determined to improve further so that all students reach their full potential. Most students behave well, but a small minority have poor behaviour and this has a negative effect on progress. Students' personal development and well-being are satisfactory. Attendance is below average overall which also has a negative effect on the progress of some students. The school is aware of this and has detailed strategies in place, but they have not yet had a significant impact.

7.2 Teaching and learning are satisfactory and improving. Lessons are well planned with clear objectives so that students know what they are trying to achieve in a session. Effective assessment practices are supporting the improvements in achievement, although are not yet fully embedded in all areas. The curriculum is satisfactory with a wide range of options being developed. Care, guidance and support are satisfactory with some strong features in this aspect of its work.

7.3 The leadership and management of the school are satisfactory. There is a clear vision for the school and a strong focus on raising achievement. A number of initiatives have been introduced to support this and their impact can already be seen in the significant improvements at Key Stage 3 but in other areas it is less marked. For example, the use of data has been improved but is not yet consistently applied or improving achievement across all areas. The school has made satisfactory improvement since the last inspection. Accommodation, resources and information and communication technology (ICT) provision have improved greatly, but there is still some way to go with reducing absence and the level of fixed-term exclusion. The school has used the benefits of specialist status well, particularly in developing ICT provision and resources. The school has the capacity to continue to improve and provides satisfactory value for money.

Grade: 3

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

Students enjoy their time in the sixth form and value highly the support they get



from all of their tutors. Standards are satisfactory and overall students make satisfactory progress. In some subjects, including English literature and art and design, students generally do better than expected when compared with their earlier GCSE results.

- 7.5 Students' personal development and well-being are good. Many students are involved in extra-curricular activities, especially sport and charitable events. Attendance is satisfactory. Teaching and learning in the sixth form are good: teachers know their subjects well and set challenging targets for students. Students' progress is monitored carefully. A wide range of academic subjects is offered in the sixth form but the choice of vocational options at advanced level is limited. Sixth form students receive good guidance as they make choices about university or future employment. Leadership and management of the sixth form are satisfactory: some features of day-to-day management are good.

Grade: 3

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

- Raise achievement further.
- Improve attendance.
- Improve the standard of behaviour of a minority of students.
- Improve consistency in the way assessment is used to support the raising of standards.

**8 Royds Specialist Language College (January 2007)**

- 8.1 Royds School is an improving school with a clear emphasis on raising standards. There has been a legacy of underachievement which the school has been tackling. The progress which students now make is satisfactory overall and they reach broadly average standards in both their academic work and their personal development by the time they leave. There is still, however, some unevenness in the progress students make in different subjects. Standards, although rising, are not yet consistently high enough.
- 8.2 The most recent results for 2006 show the school has increased the proportion of students gaining five or more good GCSE passes including English and mathematics. These results are broadly in line with the national averages. There has also been an increase in the proportion gaining five or more passes at all grades, again bringing the school's results in line with national averages. Students with learning difficulties and/or disabilities make similar progress to their peers.
- 8.3 Standards are rising because the school has introduced a number of strategies to improve teaching and learning and because it has a good curriculum in place. It is also tracking students' progress more carefully. These strategies are beginning to make a difference. For example, students are increasingly aware of how well they are doing and what they need to do to improve. However, some of the developments are relatively recent and not yet implemented consistently to ensure good teaching and learning at all times. Most students enjoy lessons and, when opportunities are provided, they take responsibility and collaborate well. A small but significant proportion of learners are passive rather than enthusiastic and a small minority do not always behave well. The school's action to improve behaviour has resulted in fewer exclusions because students have clearer guidelines. Students' attendance has improved and is now broadly average.

8.4 Royds School has been a specialist language college since September 2003. It has made good progress in developing international aspects across the curriculum. International weeks, for example, are greatly appreciated by the students and the number of visits abroad has increased considerably. Such activities make an important contribution to students' cultural development and to preparing them for future employment. The range of languages on offer has grown and now includes Japanese and Mandarin Chinese. However, GCSE results in modern languages remain stubbornly below what they should be. The school is tackling this by improved monitoring of teaching and learning and the systematic sharing of good practice.

8.5 Monitoring teaching and learning, together with other aspects of the school's work has, rightly, been a key priority for the headteacher and the school's leadership team. At the same time the expertise of middle leaders has been developed and their responsibilities have been clarified. The monitoring systems which the school has developed are sound, but are not yet used with sufficient rigour. As a result, not all inconsistencies are picked up, nor is there a sufficiently sharp focus on students learning. Hence the school has an over optimistic view of its effectiveness. The majority of parents and carers who responded to the questionnaire are pleased with the school. However, there was a significant proportion who expressed dissatisfaction with a number of aspects of the school's work.

Grade: 3

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

Students make satisfactory progress compared with their starting points and capabilities. Although standards at A level fell to below average in 2006, they have improved markedly in recent years. Students receive good advice on entry to the sixth form and also when they are considering opportunities for employment and for further and higher education. This is appreciated by them and helps to ensure that the courses they take are well-matched to their abilities and interests. Students value the strong links with partner institutions which provide them with an increasingly wide range of academic and vocational courses at a variety of levels. They particularly enjoy the opportunities to follow extra courses provided through language college status. Teachers have a secure knowledge of their subjects and the quality of teaching and learning are satisfactory overall. A significant minority of students in Year 13 voluntarily follow a community service module and many of them spend time mentoring younger students in lessons. This contributes to the personal development of both mentors and those being mentored. Leadership and management are satisfactory. There is a clear focus on ensuring that the curriculum is developed continuously to meet the needs of their students more fully. Students are proud of the sixth form and there are increasing numbers applying to enter it each year.

Grade: 3

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

- Raise standards.
- Make teaching and learning consistently good or better.
- Ensure monitoring is more robust and produces accurate evaluations of the school's effectiveness.
- Develop effective procedures to consult with parents and carers and engage more widespread support.

## 9 South Leeds High School (June 2007)

- 9.1 In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- 9.2 Standards are inadequate and pupils do not make the progress that they should. Inadequacies in teaching and learning and unsatisfactory behaviour counter efforts to raise standards significantly beyond the gains made in 2006. Of those parents who responded to the questionnaire, around half raised concerns about standards of behaviour.
- 9.3 Inconsistency is a feature of provision, arising from a failure to embed whole-school policies. Broadly the school knows where its weaknesses lie, but has not been successful in leading and managing strategies to secure an improvement of the magnitude or rapidity necessary to provide a satisfactory standard of education.
- 9.4 The headteacher has managed the prolonged transition to a single site and the inherent staffing difficulties well. His focus on building a cohesive school community has done much to defuse racial tensions that arose from the amalgamation of the populations of the two predecessor schools. The satisfactory curriculum has been broadened through courses, offered in partnership with other institutions, to better meet the needs of all pupils. Attendance rates have improved. The new school building provides a high standard of specialist accommodation and excellent resources for learning.
- 9.5 Although pockets of good practice exist, these are too few to raise the overall standard of education, including that in the sixth form, to an adequate level. A classroom culture of low expectation and indifferent attitudes to learning is all too frequent and is a significant barrier to raising standards further. Vocational courses for 14 to 18 year olds have led to successful outcomes for some pupils. A small amount of good, enthusiastic teaching engages learners and enables them to make good progress. The school could do more to share and spread this best practice.
- 9.6 Pupils' personal development is unsatisfactory because the poor behaviour of a significant minority and a widespread culture of indifference mean pupils do not always take the most from opportunities presented. The care and guidance pupils receive are satisfactory. Links with outside agencies contribute to the care of vulnerable pupils. The school recognises that learning support is inadequate. Plans to introduce a new approach, particularly in relation to pupils with English as an additional language and those with learning difficulties and/or disabilities, are at an advanced stage.
- 9.7 When viewed in the context of the inadequacies in provision and the financial deficit accrued, the school does not provide satisfactory value for money.

Grade: 4

### 9.8 ***Effectiveness and efficiency of the sixth form***

Achievement and standards, especially on academic courses, are inadequate. This

is in part due to a mismatch of course requirements with the students' skills and abilities. Students enjoy greater success on work-related courses. Small numbers of pupils limit the breadth of the curriculum on offer. The school has worked to extend partnerships with other institutions to widen the range of vocational courses to be offered from September, although some plans have yet to be finalised at this late stage. Procedures for setting academic targets are not formalised. Systems to track students' progress lack rigour. It is not clear to middle leaders where the responsibility lies for addressing these shortcomings. Senior leaders have failed to identify and remedy this. Students report that they enjoy good relationships with teachers. They would value more opportunity to take responsibility and expressed some concerns about behaviour in the main school. No sixth form teaching was observed.

Grade: 4

9.9

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

- Improve teaching and learning, and in particular increase the proportion of lessons in which they are good or better, in order to raise standards.
- Raise expectations of what pupils are capable of achieving.
- Improve pupils' behaviour, their attitudes to learning and their attendance.
- Ensure leadership and management of sixth-form provision are effective in addressing inadequacies.
- Ensure that whole-school initiatives are implemented consistently and more rapidly and have a demonstrable impact on improving outcomes for pupils.