
REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 8 February 2008

SUBJECT: Annex 2: Ofsted Inspection Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 Introduction to Ofsted Reports

1.2 In the academic year 2006-7 21 secondary schools were inspected. Summary reports for those inspected since the last Education Leeds Board report in June 2007, are reproduced below.

1.3 Since the introduction of the new framework in 2005, 33 mainstream schools, and 7 SILCs and PRUS have been inspected. The inspection scrutinises very closely the contextual value added of the school. Since this has been low for many Leeds schools (nearly 70% of schools are below the lower quartile) this has made them vulnerable to an 'inadequate' judgement. In most cases schools have been able to convince inspectors that the quality of learning that they observe in the classroom and the capacity of the leadership at all levels is sufficient to bring about the necessary improvement. Hence Leeds has a lot of schools judged as satisfactory which might have been expected to be placed into a failing category on the basis of the figures. This is a major achievement for these schools and for the staff from Education Leeds who have supported and coached these schools. However, it does mean that Leeds has fewer good schools than it should expect. Nationally more than half of schools are good or better, whereas only just over a third of mainstream schools in Leeds are in this category.

1.4 Among the successful inspections in recent months, Garforth and Roundhay were judged to be outstanding. Cockburn no longer has a notice to improve, and was judged satisfactory overall with several good aspects including leadership and management. Priesthorpe and Bruntcliffe were able to demonstrate strong capacity to improve to achieve their satisfactory judgements.

1.5 South Leeds High was placed in special measures, but has had a successful first monitoring visit which commented favourably on the progress made in recent months.

1.6 Overall Judgements : Ofsted Section 5 Inspections

	Leeds	Leeds	National
	Secondary Schools only	Schools +SILCS/PRUs	Schools only
Outstanding	6%	8%	12%
Good	30%	35%	39%
Satisfactory	55%	48%	39%
Inadequate	9%	10%	11%

2. Cockburn College of Arts (November 2007)

2.3 Grade: 3

Cockburn College of Arts is a satisfactory school with a good capacity to improve further. The school has worked very hard to address the issues raised at the last inspection, when it received a Notice to Improve, and has made good progress.

2.4 Students enter the school having attained lower than average standards in national tests at Key Stage 2, especially in English. They make satisfactory progress in both Key Stages 3 and 4 but achievement in English is not improving as quickly as in other subjects. Students with learning difficulties and/or disabilities make satisfactory progress in both key stages.

2.5 Standards are improving but they are still below average. The curriculum in Key Stage 4 has been carefully adapted to meet the needs of all students more closely and to give them access to a wider range of nationally recognised qualifications. Students are now better qualified when they leave school. In 2007, 86% of students achieved five GCSE passes at grades A* to G which is an increase of 10% on the previous year.

2.6 Teaching and learning are satisfactory with areas of good practice, but insufficient emphasis is placed on improving literacy skills across the curriculum. In the better lessons, students are actively engaged in a variety of interesting tasks and are learning to evaluate their own work. Arts subjects are used very imaginatively within school to support and enliven other areas of the curriculum. Specialist arts resources are shared with community groups and the school has many well-established links with external organisations that enhance the arts curriculum.

2.7 The personal development and well-being of students is good and they behave well in lessons and around the school. There are strong links with partner primary schools to ease the transition to secondary school, and careers guidance is strong. The system for setting and monitoring academic targets for students was strengthened considerably this year and is robust. The school is working extremely hard to improve attendance. It uses a very wide range of strategies to reduce the number of absences and the overall attendance rate has increased but there is still too much absence amongst a minority of students in lower ability groups.

2.8 The school is well led by an experienced headteacher, capably assisted by a strong leadership team. Their evaluation of the school is accurate and they have clear plans for improvement. Managers are supported effectively by a governing body that knows the school well. The school is being managed very efficiently through the current period of major building work. Most parents are strongly

supportive of the school.

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

- Raise standards and achievement particularly in English.
- Make effective use of all curriculum areas to improve students' literacy skills.
- Improve attendance especially in lower ability groups.

3 Priesthorpe School (September 2007)

3.1 Grade: 3

Priesthorpe is a satisfactory school with some good features. Inspectors recognise it as an improving school, sufficiently so to judge there is good capacity to improve further.

3.2 The school is a welcoming community, inclusive and respectful of all cultures. Students' personal development is good, as is the care, support and guidance they receive. The school has very effective links with external agencies and other partners to ensure the care of all students and especially the most vulnerable. Behaviour in and out of classrooms is generally good. Students say they feel safe and know that any cases of bullying are dealt with quickly and effectively. The school has taken full advantage of the opportunities offered through its specialist status: people of all ages take part in sport and use the school facilities and this has cemented strong links with the community.

3.3 Achievement and standards are satisfactory. Results in examinations at the end of Year 9 and Year 11 show a gradual trend of improvement to around the national average. Most students make satisfactory progress, but the school is aware of groups of students, including boys of middle ability, who underachieve in some subjects. Strategies are in place to tackle this issue and are beginning to have an impact.

3.4 Inspectors agreed with the school's judgement that teaching and learning are satisfactory and improving. A more rigorous approach to assure the quality of teaching has led to a rapid increase in the proportion of lessons that are good and some that are outstanding. However, there remains a significant proportion that are still only satisfactory. Outstanding teaching has been identified, for example, in sport and physical education (PE) and this is beginning to be shared. However, this practice is not yet sufficiently widespread.

3.5 The curriculum is good because it is inclusive and highly responsive to the needs of all students. For example, in Key Stage 4, a good variety of academic and vocational options is supplemented with a successful programme aimed at students who are at risk of leaving school with no qualifications.

3.6 Leadership and management are satisfactory. The headteacher, together with his senior leaders and the governors, provides a strong driving force for improvement. Senior leaders are self-critical and demonstrate a clear awareness of what the school does well and what it needs to do to improve.

3.7 **Effectiveness of the sixth form**

Grade: 3

The school judges the sixth form as good, but inspectors judge it satisfactory with satisfactory capacity to improve. Standards in the sixth form are around the national average. Students on advanced level courses in geography, psychology

and health and social care, and students on intermediate vocational courses make good progress. However, in many subjects at advanced level, students' progress is inconsistent and, in a number of subjects, students underachieve. Teaching and learning in the sixth form are good, but this is not always reflected in high achievement. In the main it is because not all students make the best use of personal study time and some do not attend as well as they could. Students enjoy their time in the sixth form and value highly the individual support they receive from their teachers.

3.8 Leadership and management in the sixth form are satisfactory. A new head of sixth form has recently been appointed and is working hard to improve provision for students. For example, she ensures that sixth formers receive good care, support and guidance and has improved the range and availability of enrichment opportunities. However, the arrangements for monitoring and evaluating sixth form performance, and the drive for improvement, lack the clarity seen in other parts of the school.

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

- Raise standards and improve progress for all students.
- Promote the sharing of best practice in teaching and learning more widely across the school.
- Ensure lines of accountability in the sixth form are clear in order to tackle underperformance in a number of subject areas.

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

4 Roundhay School Technology College (November 2007)

4.1 Grade: 1

Roundhay School is a fully comprehensive and inclusive school which provides an outstanding education for its students, so they attain high standards and achieve very well. A clear commitment to the value of every child shines through and is immediately apparent in the celebration of their achievements on display. A determination to help every child achieve of their best has provided a strong focus and direction for the school's work. The school has addressed issues from the previous inspection and has continued to improve so that achievement and standards have risen from above to well above average. Students gain higher than average results in the majority of subjects in Year 11. Staff work hard to maintain excellent partnerships and productive links with partner primary schools, with outside agencies to support individuals who need it, and with the business community to offer work experience, mentoring and master classes. The school feels that it has the capacity to maintain and improve the level of achievement and inspectors agree.

4.2 Achievement is excellent and standards are well above average. Students' attainment when they arrive is broadly average. They go on to attain standards which are above local and national averages in all core subjects at Key Stage 3. In their GCSEs or equivalent courses, they attain considerably above average results, at both the grades A* to C measure and also the measure which includes higher grades in English and mathematics. Data from 2006 indicated that progress made was, overall, below average, but unvalidated data from 2007 show that this measure has been transformed. Most students now make excellent progress during their time in the school. This is due to the school's intense work to support

those students who find learning difficult. The school's rigorous monitoring of progress indicates that no group of students underperforms. In 2007, the school exceeded its targets for Key Stage 3 and improved on the proportions of those gaining English and mathematics at the higher grades at GCSE. Boys overall have not achieved as well as girls but the school has given this effective attention and can show overall improvement. Posters of boys and books are displayed around the school reflecting the encouragement of boy's reading and the evident pleasure in literature inspectors saw in lessons.

- 4.3 The school has identified individuals who are not achieving as well as they were expected to and supports their learning in a variety of ways. Each group of subject teachers offers extra help for underperforming students. Learning mentors, drawn from support and teaching staff, as well as mentors from business and the wider community, work with students to identify barriers to learning and reinforce their goals and ambition. One strength of this work is that the school includes all children in this process and not only those at significant borderlines of attainment. Monitoring systems are well embedded into departmental planning and are being constantly revised and refined.
- 4.4 The high level of achievement is due to good, and some outstanding, teaching and is supported by highly effective intervention work for individual students. The school recognises that teaching overall could improve further and staff are working to make their assessment of students' work, and the detailed feedback on what they need to do next to improve, the key features of moving teaching to be outstanding.
- 4.5 The school's support for students' social, moral, spiritual and cultural development is excellent. Attendance is outstanding. This reflects students' enjoyment in coming to school and their appreciation of the work staff do on their behalf. Students' planners regularly celebrate even small achievements and parents respond positively. Students are encouraged to contribute to the wider society in a number of ways; for example, by raising money for a number of local and international charities, by taking part in school forums, by sending letters - as 500 students did - to the Prime Minister to support FairTrade, and by volunteering for the recent Saturday open day when 70% of students responded. An excellent tutorial observed during the inspection guided younger children through a subtle appreciation of the impact of disasters on young people and their families in other countries. Parallels were well made with students' own experiences and the teacher helped the class to explore difficult concepts while developing oracy skills by expertly helping students to phrase their understanding more exactly.
- 4.6 Students generally feel safe and agree that racist bullying is rare because of well understood 'zero-tolerance'. Behaviour is generally good and the school responds well to pockets of poor behaviour; for example, a police officer visits the school for a day each week and reinforces good behaviour. Parents are encouraged to become involved to improve behaviour. Child protection arrangements are in place. The school supports its students to take up a healthy lifestyle with many sporting opportunities and the promotion of a healthy diet.
- 4.7 The number and range of clubs, sports, residentials and other out-of-school activities is exceptional. Pupils expressed the excitement they had felt during trips abroad, and on the 50 educational visits which included 930 students. Staff offer over a hundred enrichment opportunities before and after school, at lunchtimes and at weekends. Take-up is high and the school monitors attendance to check that

children eligible for free schools meals and from different ethnic groups are taking equal advantage. The school's environment is bright and welcoming, with vibrant displays of learning materials and students' work enlivening classrooms.

- 4.8 In tandem with supporting well-being, the school offers excellent care, support and guidance. This rests initially on a wide range of close work with a large number of partner primary schools, for example by staff working jointly across subjects (including history, art, mathematics, music and physical education), and in careful preparation to ensure full access to secondary school for those pupils with physical disabilities. Inspectors were impressed by the full and detailed knowledge staff have about individual students, their progress across subjects and the reasons for giving particular support. Staff liaise closely and effectively with outside agencies about the care and academic support for looked-after children. Parents, too, are given very detailed guidance about how they can help their children be happy at school and learn well. Each year group has its related parents' handbook explaining what will be taught in each subject and the best ways for parents to help. Parents receive very full information about the school's planning and who to contact with concerns. Their views are canvassed regularly and acted upon, for example the 'Black Parental Focus Group' has improved mutual awareness. All parents who responded to the questionnaire were extremely positive about their children's experiences. Many wrote glowingly in support. Two typical comments were: 'I wish all children were lucky enough to receive the same education and care as my child' and 'Our children have been educated in a diverse and culturally changing environment, giving them excellent citizenship and preparing them for life in modern Britain. There is a fantastic sense of purpose and community in the school'.
- 4.9 The school is adapting its curriculum to better meet the needs of students and provides good opportunities and a variety of progression routes. The impact of Roundhay's specialist status can be seen in the wide range of information and communication technology (ICT) and digital resources in classrooms and the increasing breadth of study. Applied GCSEs are offered in school, and vocational technology courses are now offered in conjunction with local further education colleges. There is, however, limited opportunity for linguists to study a second new language, and work-related learning has yet to permeate subject teaching.
- 4.10 The headteacher provides strong and inspirational leadership for the school. The school's vision for improvement permeates the work of the senior team and middle managers. Considerable attention has been given to developing the skills of teachers with management responsibilities. This shared approach to improvement is reflected in the whole-school evaluation of its effectiveness which is informed by very thorough self-evaluations by all subjects and areas in the school. These are incorporated into a clear school development plan. Governors are both supportive and challenging. Governing body organisation is very good and there is a sure grasp on the school's strengths and weaknesses. The school provides good value for money. There is a common willingness at all levels to focus an unflinching gaze on where students have not been as well served as the school would wish, and consequent steps towards improvement are clearly outlined, followed and refined. As a result, the school has shown consistent and sustained improvement, by using a wide range of information to set aspirational targets for attainment, and staff and students work within good relationships to achieve them. The strength of the school is its firm inclusiveness. Every child matters equally at Roundhay and this is a significant factor in the achievements of its students. Students concur with the school's motto of 'Courtesy, Co-operation and Commitment' and those principles

underpin their success.

4.11 **Effectiveness of the sixth form**

Grade: 1

Despite a small dip in some results in 2007, students at Roundhay have been the top performers in Leeds, based on average points scores, for the past five out of six years. Scores which measure progress made by comparing results achieved at Key Stage 4 with results achieved at the sixth form place the school in the top 12% nationally. Students' results are outstanding and the sixth form continues to grow in popularity. The head of sixth form and teachers know each student individually and exceptionally well and personal development is promoted very successfully. Pastoral care is also outstanding and is much appreciated by students. Sixth-formers agreed that staff and mentors 'are always there for us'. The school specialises in advanced courses and, because of the variety of courses on offer elsewhere, does not offer courses at Level 1 or 2 which means that the curriculum does not include those who have not gained five A* to C grades at Key Stage 4. Teacher tutorials provide opportunities to discuss grades and how to improve; however, the sharing of best practice across all subjects could be further developed. Students are encouraged to move on to further study post-16 and the school follows and celebrates their progress.

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

- Use the considerable information held about students' progress to inform effective assessment for learning, so that pupils know what they need to do next to improve and continue to develop as independent learners.