
REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 September 2008

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

EXECUTIVE SUMMARY

1.0 PURPOSE OF THE REPORT

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

2.0 BACKGROUND INFORMATION

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

3.0 MAIN FINDINGS

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

judged to be 'good' overall.

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

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

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

5.0 CONCLUSION

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

6.0 RECOMMENDATIONS

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

Agenda Item:

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REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 September 2008

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

Electoral Wards Affected:

ALL

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

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

1.0 PURPOSE OF THE REPORT

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- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

2.0 BACKGROUND INFORMATION

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

of schools which are unlikely to meet the target.

3.0 MAIN ISSUES

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

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

3.3 Leeds Mainstream Secondary Schools, SILCs and PRUs

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

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

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

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

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

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

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

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

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

Ofsted Summaries

Annex 2

Schools in an Extended partnership

Priority Schools in a Focused partnership

Schools below the KS4 floor target

6 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

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

7 LEGAL AND RESOURCE IMPLICATIONS

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

8 CONCLUSIONS

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

9 RECOMMENDATIONS

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

Background Papers:

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

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

Ofsted website – individual School Inspection Reports

Leeds School Improvement Policy