

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annex 1: Ofsted Inspection Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 Allerton High School (October 2008)

1.1 Grade: 2

Allerton High is a good school with a number of outstanding features. The headteacher provides outstanding leadership by prioritising well and providing a very clear vision for the school. The promotion of community cohesion is outstanding and Allerton High is a very inclusive school where students from many different ethnic backgrounds and religions work extremely well together. The quality of the care, guidance and support given and students' personal development and well-being are both outstanding. Most parents are very strongly supportive of the school.

1.2 Achievement is improving in all key stages, particularly in Key Stage 4 where students are making very good progress and standards are rising year on year. However, standards are not improving as quickly in the core subjects of English, mathematics and science in Key Stage 3.

1.3 The outstanding personal development and well-being of students is supported well by an excellent personal and social education curriculum. Students feel very safe, there is very little bullying but any incidents are dealt with effectively, and students show respect and understanding for each other. Behaviour is very good and attendance is good and improving. Most students participate in sports and/or community activities and they are very active fundraisers. Students are prepared well for the future and the specialism supports the development of their economic well-being very successfully.

1.4 Teaching and learning are good. The school has a very effective and bespoke programme of staff development that facilitates the efficient sharing of good practice. Inspectors agree with the school's records of lesson observations, showing that the quality of most lessons is good or better.

1.5 The curriculum is good and has been considerably enhanced since the last inspection offering many more opportunities to personalise learning, in order to meet the many and diverse needs of students. Changes to the Key Stage 4 curriculum are already contributing to the improvement in examination results.

There is a particularly good range of courses in the specialist subjects.

- 1.6 Parents and students speak very highly of the outstanding personal support that students receive. As one parent said, 'The school provides excellent pastoral support – it's embedded in the school's ethos.' Academic guidance has been strengthened since the previous inspection and there are very robust systems to track students' progress and provide appropriate support quickly. Vulnerable students are cared for extremely well.
- 1.7 Leadership and management are good. The headteacher consults widely so that staff, parents and students feel part of the decision-making process. Nonetheless, she does not shy away from making very tough decisions when necessary. The senior leadership team works well together and they have played a key role in keeping the school operating smoothly during the move to the new building. The move has been managed very well and although there have been a number of 'teething problems', particularly with the information and communication technology (ICT) system, students are extremely positive about the move and are very proud of the new facilities. Governance of the school is outstanding. The senior leadership team is very ably supported by governors who are well informed, but not afraid to question and challenge senior leaders if they feel it is necessary. The main school provides outstanding value for money and has a good capacity to improve.

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

Grade: 3

Issues in the sixth form have been addressed more slowly than in the main school. Achievement is improving and although standards are broadly average they are lower on academic courses than on vocational programmes. There is too much variation in achievement between advanced level subjects. The majority of teachers adapt their teaching to match the changing needs of the students, but a minority have been slow to change and achievement in those subjects remains less satisfactory. The curriculum has expanded and is satisfactory. Courses are offered in partnership with other sixth forms, widening the choice of advanced level courses. However, options are limited for students entering the sixth form with fewer than five GCSE passes at grade C. Students are set challenging targets. Successful monitoring systems used in the main school were introduced into the sixth form last year and have contributed to the improvement in achievement. Systems have been strengthened further this year with the appointment of an 'achievement coach' who monitors progress, completion of assignments and attendance on a daily basis and offers immediate support. Advice on entry to the sixth form has improved this year and students receive good support when applying to university, planning a gap year and looking for employment. Many of the improvements in the sixth form have been made recently and it is too early to assess their full impact.

- 1.9 **What the school should do to improve further**
- Raise standards in Key Stage 3 in the core subjects.
 - Improve the overall effectiveness of the sixth form.

2 **Allerton Grange School (July 2008)**

2.1 **Grade: 3**

This is a satisfactory school. The extended absence of the former headteacher and a subsequent period under an acting headteacher created a degree of uncertainty among staff. While the school was effectively managed, too low a priority was given to monitoring students' progress and the quality of teaching. The appointment of a new headteacher has had an immediate impact. The school self-evaluation has been sharpened to recognise accurately key areas requiring improvement.

2.2 Over the last three years standards have improved at both key stages. However, distinct groups of students continue to make less progress than they should; these include students with learning difficulties and/or disabilities and those of Black Caribbean and Pakistani heritage. Strategies are now in place to tackle this but they have yet to have a substantive impact on student achievement.

2.3 Students make satisfactory progress in their personal development and enjoy school. Behaviour in lessons and around the site is satisfactory and improving. Attendance has improved from a low base and is currently at the national average. Teaching and learning are satisfactory. There were many examples of good and some outstanding teaching observed. However, too much teaching is satisfactory and fails to sufficiently challenge and motivate students and consequently some students make less progress than they should. There is a significant proportion of inadequate teaching in mathematics. The curriculum is satisfactory and improving but does not yet match the interests and needs of all students. Links have not been fully developed with post-16 providers to enrich student opportunities. Care, guidance and support are satisfactory.

2.4 Leadership and management are satisfactory and improving. The school has dealt effectively with a number of issues raised in the last inspection report. Self-evaluation has been sharpened. The new headteacher is laying firm foundations for the future and giving the school increased capacity to improve. New appointments have been made to strengthen senior management. The school does not use data to evaluate performance effectively and extract key messages to drive improvement. There remain inconsistencies in the application of quality assurance systems across the range of provision. The school has now a satisfactory capacity for further improvement.

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

Grade: 3

The effectiveness of the sixth form is satisfactory. The sixth form curriculum has become broader and now includes Level 2 and Applied GCE courses; however, it does not yet meet the needs of all students. Few partnerships have been established with other providers to offer a suitable range of curriculum options especially in vocational and work-based skills. Students achieve a the national average for GCE A level and above for GCE AS level. However, too many students fail to achieve their target grades. Guidance and induction procedures are satisfactory. Student progress is tracked with regular feedback on development. Students praise the good relationships they have with staff and the helpful support they receive. Sixth formers play a very positive mentoring role in the 11-16 school. Leadership and management in the sixth form are satisfactory. Self-evaluation is accurate and the school is aware of where further improvements can be made.

2.6 What the school should do to improve further

- Improve progress at Key Stage 3 and 4 particularly among lower attaining students and those from Black Caribbean and Pakistani heritage.
- Improve the quality of a significant amount of satisfactory and some inadequate teaching that does not engage students, particularly in mathematics.
- Improve curriculum choice to match the aspirations and needs of all students.
- Improve the use of data to evaluate the quality of provision.
- Embed rigorous quality assurance systems across the school.

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

3 Carr Manor High School (September 2008)

3.1 Grade: 2

Carr Manor is a good school with outstanding features, with an inspirational headteacher. Staff and pupils are very optimistic about the future of the school and proud of its recent achievements. The new building and improving examination results have increased local confidence in the school and a growing number of local parents/carers are sending their children to Carr Manor. The new school building provides a very attractive and conducive learning environment but there are many other factors that have contributed to the rapid improvement of the school. As one pupil observed, 'It's not just the building -you wouldn't believe how everything has got so much better in the last two or three years'. The headteacher provides outstanding leadership and a clear vision for the school and is supported by a capable team of senior and middle managers. Teaching and non-teaching staff work together extremely well. There is a very positive atmosphere in school and optimism and confidence amongst staff and pupils. The vast majority of parents/carers are very strongly supportive of the school. Pupils make good progress in their learning and GCSE pass rates have improved considerably in the last two years. Standards at the end of Key Stage 4 are still lower than average, but are rising at a faster rate than the national trend. The school works hard to ensure that pupils gain qualifications and skills that will equip them well for the future and the number of pupils leaving Carr Manor who do not go on to further education, training or employment has fallen markedly. The personal development and well-being of pupils is good and some aspects are outstanding. Pupils from very different cultures and backgrounds work well together and show respect for each other. Behaviour around the school and in lessons is good and pupils report that there is virtually no bullying or racism. The Inclusion Team play a key role in maintaining the calm and purposeful way that the school operates throughout the day. The quality of teaching and learning have improved since the last inspection and are good. Teachers encourage pupils to take more responsibility for their learning and to assess the quality of their own work and that of their peers. In a small number of lessons, however, the work and activities set are not stretching pupils sufficiently. Pupils are set challenging targets and are these are monitored closely, which is helping to drive up standards. Changes to the curriculum have also contributed to the improving pass rates. The Key Stage 4 curriculum has been enhanced to include more work-related and vocational courses that are engaging

pupils and enabling them to make better progress. Improvements have been made to the Year 7 curriculum to accelerate the progress made in Key Stage 3. The school has made a good start in promoting the newly awarded specialist status and extending its range of sports provision. The school provides outstanding care, guidance and support for its pupils, particularly those that are troubled and vulnerable. The innovative coaching system provides stability and guidance, particularly to pupils with little support at home. Both teachers and non-teachers act as coaches, enabling the school to support and guide pupils in small 'family groups'. A typical comment was, 'My coaching group is my family and I turn to them for help'. The headteacher, governors and managers know the school very well. Their analysis of its strengths and weaknesses is very accurate and they have made very rapid progress in implementing plans for improvement. Resources are very carefully managed and staff are deployed extremely well to provide maximum benefit to pupils. The school provides outstanding value for money and has an outstanding capacity to improve.

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

Grade: 3

Post 16 provision is being transformed across the city and moving towards collaborative provision with local schools and colleges working together to offer a range of programmes across the various institutions. Up to the end of last Year, the sixth form curriculum at Carr Manor included both AS level and vocational courses, but the school is now offering just one vocational course, in sports studies at advanced level. This course provides a firm platform to attract increasing numbers of students in the future, but current numbers are very small. In the past, achievement was satisfactory on vocational courses, but students did not achieve as well on AS level courses. The personal development of sixth formers is satisfactory. They contribute to the school's coaching programme, assist with the Year 7 residential visit and gain additional qualifications through links with Leeds Metropolitan University. Sixth formers testify to the very high level of care and guidance that the school provides and there is a strong community ethos. The school recognizes the need to broaden the curriculum and increase numbers.

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

- Broaden the curriculum and opportunities for enrichment in the sixth form
- Ensure that lessons include activities that stretch and challenge pupils of all abilities.

4 Horsforth School (September 2008)

4.1 **.Grade: 2**

Horsforth School offers a calm, safe and happy environment in which students feel valued and enjoy their education. It is a good school with many significant outstanding features. Achievement is good and standards are exceptionally high. The proportion of students who leave school with five higher grade passes at GCSE is significantly above the national average. All students, including those with learning difficulties and/or disabilities, make good progress. The personal development of students is outstanding. Students are confident and their behaviour in and out of lessons is exemplary. They are developing good practice in healthy living, often through the excellent range of sporting activities available to them.

- 4.2 Specialist college status has helped improve results in both specialist subject areas of science and mathematics at Key Stage 4. Teachers in science and mathematics have led developments across the curriculum, including the use of electronic learning resources. There has been an increase in numbers opting for science subjects in the sixth form. Specialist status has also led to the development of a wider range of courses. In Key Stage 4, all students study GCSE statistics in Year 10. School data for 2008 indicate that results are high and above the national average. Whilst the school has struggled to deliver some of its programme of activities to the wider community because of a lack of take-up, it has supported partner schools and regional educational institutions extremely well.
- 4.3 Teaching and learning are good and there is much that is outstanding. Most lessons are challenging because teachers have high expectations of their learners. The curriculum is good and improving and meets the needs and interests of learners well. The school's specialist status in science has been used effectively to support developments in other areas of the curriculum. The quality of care and support that students receive is outstanding. There are many examples of best practice in the school including the excellent provision for a small number of Year 7 students who the school has identified as needing extra support, especially with their literacy skills. As a result of this provision, these students improve their skills rapidly, gain self-confidence and settle quickly into school life.
- 4.4 Leadership and management are good. The headteacher, with excellent support from a strong and experienced leadership team and the governing body has steered the school successfully through major changes and staffing difficulties. He has set a clear direction for the school and is unequivocal in his determination to ensure that all students succeed, whatever their ability. Collaboration and engagement with the local community, local schools and other partners is outstanding and benefit students. An overwhelming majority of parents are supportive of the school and hold it in very high regard.
- 4.5 The school has made good progress in tackling the main issues raised in the last inspection. Leaders and managers have a clear understanding of both the school's strengths and areas where improvement is needed. Inspectors agree with the school's view that it has good capacity to improve further.

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

Grade: 3

The sixth form is well managed and is improving. Standards of attainment at GCE A level are good. Students generally make satisfactory progress when compared with their prior attainment at GCSE. In recent years, results on AS courses have been significantly below the national average and many students did not make as much progress they could. The school has taken action to address this issue and as a result, attainment on AS courses improved markedly in 2008. The curriculum is good. There is a broad range of academic subjects and some vocational provision which meets the needs and interests of current learners well. Most learners complete their courses and a very high proportion of them progress to higher education, employment or training. However, the school recognises that more work needs to be done, through collaboration with other providers, to broaden the range of vocational options and to secure the existence of some subjects where current enrolment numbers are small. Although progress in the sixth form has been slower than the rest of the school, strengths and areas where it

needs to improve have been identified. Strategies to address issues, such as low performance at AS level, are already having a positive impact.

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

- Improve achievement in the sixth form.
- Broaden provision in the sixth form through collaboration with other providers.

5 **Ralph Thoresby School (July 2008)**

5.1 **Grade: 3**

Ralph Thoresby is a satisfactory and improving school. The school has moved forward following the appointment of a new headteacher last summer, with parents, teachers and students recognising and appreciating the range of improvements that he has put in place this year.

- 5.2 The school has experienced declining standards and achievement in the past. But the headteacher, supported by governors and managers, has accurately identified the issues that needed to be addressed and implemented a successful plan of action that is moving the school forward.
- 5.3 The quality of teaching was recognised as a priority area for improvement and an intensive programme of training and support was introduced. Lesson observations, carried out by external consultants and the school's managers, show that teaching is improving and the number of unsatisfactory lessons has been considerably reduced; none were seen during the inspection. Whilst there are examples of good and outstanding practice, there is still insufficient good teaching overall. In many of the less effective lessons, lower achieving students are not sufficiently challenged or the pace of the lesson is not appropriate to their individual needs.
- 5.4 More vocational courses have been introduced and they are enabling students to make better progress. A new tracking system has been established making it possible for teachers and managers to monitor individual students' progress closely and provide support quickly if necessary. The evidence from the internal tracking data, modular examination results and mock examinations suggests that standards reached in national examinations will be higher this year, reversing the downward trend. Students are making satisfactory or better progress in lessons and internal data suggest that achievement is also improving.
- 5.5 The personal care and support that students receive, especially students with learning difficulties and/or disabilities, is good but academic guidance is still being developed and is satisfactory. Students treat each other with respect and they take care of one another - even the most vulnerable students say that they feel safe in school. Students' personal development and well-being are satisfactory.
- 5.6 Partnership working has improved and is good. The school works well with local schools and colleges to offer students a broader curriculum. Links with the community, through the specialist arts status, are strong but the school is not yet making the best use of its specialist status within school.

The management team is energetic, capable and focused on improvement. The new headteacher has restructured the senior leadership team and given managers, at all levels, more responsibility. Resources are carefully managed, the school no

longer has a budget deficit and it is providing satisfactory value for money. The school has a satisfactory capacity to improve. Managers at all levels have a realistic view of the school's current position and they are clear about plans for further development.

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

Grade: 3

The school works in partnership with three other local high schools to offer students a good choice of subjects but valuable teaching time is being lost due to travel between sites. The schools are reviewing timetabling arrangements in order to address this and meanwhile teachers are providing extra support outside of lessons to compensate. Students' attainment on entry to the sixth form is average and they attain broadly average standards; performance at A level is better than at AS. Achievement declined in 2007 and there is wide variation between subjects but internal data and modular results suggest an improvement this year. The personal development of students is good. Sixth formers enjoy their learning and appreciate the very positive relationships they have with staff. Attendance in the sixth form has improved. Sixth formers contribute well to the life of the school and the community. They provide peer and in-class support for younger students and play an active role in community events. Sixth formers appreciate the guidance and support they receive. They have regular one-to-one sessions with their tutor to discuss the progress they are making against individual subject targets and they receive good advice when considering subject and career options. Leadership and management of the sixth form have been strengthened recently, plans for strengthening the provision have been implemented and developments are underway.

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

- Secure the improvement in achievement across all key stages.
- Increase the proportion of good teaching.
- Match the teaching of lower achieving students more closely to their individual needs.
- Increase the impact of the specialist status within the school.

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

6 St Mary's Catholic Comprehensive School, Menston (September 2008)

6.1 Grade: 2

St Mary's is a good school, where standards are high and students achieve well. Students enter the school with levels of attainment that are above national expectations for their age and attain standards by the end of Key Stage 4 that are well above average. Students' performance at GCSE is steadily improving. Students achieve well because of the good teaching and outstanding support that they receive: in a high proportion of lessons seen during the inspection, teaching was good or better. Particular strengths of the teaching include the use of discussion between students to develop ideas, the selection of varied and interesting activities and the use of information and communication technology (ICT) to support learning. In the small number of less successful lessons, learning

was slower because teachers' planning did not cater sufficiently for the individual needs of students of different abilities.

6.2 Good leadership and management have helped the school to improve in recent years, both in terms of students' academic results and in the pastoral care offered. Self-evaluation is strong and the school has good capacity for further improvement. A commitment to promoting equal opportunities and eliminating discrimination is evident in all the school does. Managers are increasingly taking opportunities to listen to the views of students and this has contributed to improvements in teaching. The school makes a good contribution to community cohesion particularly through the high number of students who participate in a wide range of local and international projects. The impact of sports college status is impressive, both within and outside school, for example, in developing students' leadership skills. Extensive work with local primary schools, initiating a sports club for disabled young people and extending opportunities for local young people to be coached in tennis have all made excellent contributions to the local community. Parents are highly supportive, and the school enjoys a justifiably strong local reputation. For example, 98% of the parents who returned the inspection questionnaire felt that their child was safe and well cared for in school and was also making good progress in lessons. One parent commented that, 'My children find the teaching and learning enjoyable, innovative, challenging and aspirational " the school has very high expectations of behaviour, social skills and academic achievement.'

6.3 Students' personal development is outstanding. Behaviour in lessons and around school is excellent because teachers have high expectations and develop strong relationships with students. Students say that they feel very safe in school. Where very rare incidents of bullying occur they are dealt with well. Attendance is well above average as a result of rigorous monitoring of absence and highly effective links with parents. Students benefit from outstanding levels of care, guidance and support. The curriculum is well matched to students' needs and this contributes to their good progress. Curricular provision supports the development of students' moral, social and spiritual education through group work in lessons and sports coaching and mentoring. The school has identified where current provision is less strong and recognises the need to develop further its range of vocational courses and to broaden opportunities for students to undertake more work-related learning and enterprise education.

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

Grade: 2

Standards in the sixth form are above average and improving, and provisional 2008 results suggest that the rising trend of results has been maintained. Standards are lower than in the main school, because of the school's open-access policy which encourages students from a wide range of backgrounds, not just the most able, to find a suitable course. Students achieve well overall and particularly well in A level mathematics and French. Students' achievement on vocational courses is satisfactory. A developing curriculum includes new courses in physical education and health and social care. The school recognises the need to develop vocational opportunities further through its established partnership arrangements with neighbouring schools and other post-16 training providers. The good progress that students make is the direct result of the good teaching and excellent academic guidance that they receive. The sixth form is well led and managed. Good use of data helps to track and support the progress of individual students and also contributes effectively to the school's evaluation of its provision. Students feel well

supported and cared for and know that their views are listened to. They show excellent personal qualities: they are confident, sensible and articulate young adults who enjoy school and relish the additional responsibilities they have. Several students benefit from training to become learning mentors so that they can support students in the main school on academic, social and emotional issues.

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

- Develop the curriculum to include further opportunities for students to follow vocational pathways and work-related learning.
- Improve personalised learning through teaching that gives a greater focus to the needs of the individual.

7 Wortley High School (October 2008)

7.1 Grade: 2

This is a good school which responds well to the needs of its increasingly diverse community. The school prides itself on including students whatever their circumstances and the desire to ensure that all achieve is at its heart. Attainment on entry to the school is below average, particularly in literacy and numeracy skills. All students make good progress from their very diverse starting points. There is a continuing trend of improvement. While overall standards reached are just below national averages, the unvalidated 2008 data shows that the school exceeded the challenging target set for the percentage of students reaching five A* to C grades at GCSE. Exceptionally high numbers of students attained five higher grades, including a functional English and mathematics qualification which covers the core skills needed for working life. However, the proportion reaching five A* to C grades, including GCSE English and mathematics, was well below the national average and below the minimum expected level. The school has instigated a robust plan to raise achievement in this measure and inspection evidence indicates that standards are improving in both English and Mathematics.

7.2 Students' personal development and well-being are good. Moral, cultural and social development is good and the spiritual dimension is satisfactory. Good plans, emerging through the recently gained Arts College status, are beginning to improve all these aspects. The vast majority of students behave well in lessons and around the school. This is a result of the new behaviour for learning policy which was developed jointly by students and staff. This collaboration is a key factor in its success. Overall attendance is satisfactory. The school works very hard to improve attendance and is reaching its expected target. However, there remains a persistent minority of students who do not attend regularly despite the school's best efforts.

7.3 The quality of teaching and learning is good with much that is outstanding, a result of high quality training, an improved curriculum and the success of the strategy to improve behaviour. Consequently, students enjoy their lessons, are willing to participate in learning and achieve well. As Year 7 representatives said, 'Lessons are exciting, but we still learn.' The curriculum is dynamic and responsive to the needs, interests and aspirations of individual students and particular year groups.

7.4 The school community has changed significantly since the previous inspection. A higher proportion of students has learning difficulties and/or disabilities or little or no English. There are more students who have not settled at other schools. These

groups of students arrive in all years. Outstanding provision for care, guidance and support ensures that, within a short space of time, all are very effectively integrated into the school community and their specific needs are met. The school rightly takes pride in its well planned programme for 'hard to reach' students as nearly all leave with some qualifications including the functional skills of literacy and numeracy. Just as importantly, they leave with higher levels of self-esteem.

7.5 The headteacher shows high quality leadership. Her shared vision that all students are important and can achieve lies at the heart of all this school does for its community. She has driven significant improvements since the previous inspection, responding well to the significant challenges brought about by the changing school community, despite the potential distractions of the forthcoming merger. She is ably supported by a strong and talented senior leadership team, a good governing body and a committed team of teachers and support staff. This combination has led to rising academic standards and improved students' personal development. The school clearly has good capacity to improve even further in these remaining months.

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

Grade: 2

The school is part of a consortium delivering sixth form education in the locality. The effectiveness of the school's contribution to this consortium is good. Overall standards are below average but this represents good progress as nearly all students start with well below average results at GCSE compared to sixth forms nationally and progression rates to work based learning or higher education are good. Work seen during the inspection indicates improving standards as courses are now allocated to specific schools to match the strengths in subject provision more closely. Students' personal development is good. They are mature and responsible and have high aspirations for future study or employment. Their personal development is supported well through visiting speakers and specific days used to address the issues facing young adults. However, they have insufficient opportunities to act as role models by leading and supporting students lower down the school. Overall the quality of teaching and learning is good. Good and outstanding teaching involves students in taking charge of the learning and in assessing their own and others' work and their contribution to the lesson. In some subjects there is insufficient challenge so that students are not clear on how standards and expectations have risen compared to courses taken in Year 11. The good links with other providers ensure a wider range of academic and vocational courses, including more basic skills courses, than at the time of the last inspection. Consequently, the curriculum is now good, well matched to students' needs and is raising achievement. Good care and guidance, particularly the regular 'learning conversations' with form tutors as part of the behaviour for learning lessons, enable students to feel confident about their courses and focus on what they need to do to improve. Good leadership of the sixth form by senior managers, particularly in developing consortia links has resulted in good improvements since the previous inspection.

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

- Improve attendance.
- Raise standards in English and mathematics and increase the proportion of students reaching five A* to C grades including GCSE English and

mathematics.