
REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS
DATE: 18 OCTOBER 2006

SUBJECT: Report on recent Ofsted Inspections

EXECUTIVE SUMMARY

1 Purpose of the Report

- 1.1 The purpose of this report is to summarise the outcomes of recent Ofsted inspections since the last report to the Chief Executive.

2.0 Background

- 2.1 A new framework for the inspection of schools was formally introduced in September 2005 by Ofsted. Schools will now be inspected every three years and at very short notice (3-5 days). This will test the reliability of the monitoring, support, challenge and intervention processes used by Education Leeds and schools' preparedness and accuracy of their self-evaluation. The grades assigned to the overall effectiveness of the school and to each aspect of the school are now:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

3.0 Summary of School Ofsted Inspection reports

- 3.1 Twenty nine primary schools have been inspected since January 2006.
- 3.2 Schools judged to be inadequate may be given a notice to improve or be deemed to require special measures. Leeds has no primary schools in special measures and two primary schools with a notice to improve. One school inspected under the new framework pilot in May 2005 was deemed at that time to have serious weaknesses (Manston St James). An HMI visit to the school in January 2006 concluded that good progress had been made and that that school no longer required special measures.
- 3.3 Of the 29 schools inspected, six were considered to be outstanding (Greenmount, Kippax Greenfield, Mount St Mary's, St Bartholomew's, St Nicholas and Tranmere Park); ten were considered good (Brudenell, Cookridge, Gledhow, Kirkstall Valley, Queensway, Shadwell, Southroyd, Thorner, St Philip's and Victoria); seven were

considered to be satisfactory (Brodetsky, Iveson, Meadowfield, Methley, Roundhay St John's, Rufford Park and St James') and two were considered inadequate and given a notice to improve (Hollybush) or deemed to require special measures (Miles Hill). The reports of four schools (Garforth Green Lane, St Oswald's, St Joseph's Otley and St Joseph's Wetherby have not yet been published.

- 3.4 In these schools 60% were considered to be good or better for teaching and learning, 72% good or better for leadership and management, 88% good or better for personal well being and 'Every Child Matters' outcomes, and 64% good or better for achievement and standards.
- 3.5 In the first year of the new inspection framework, 18 high schools have been inspected in Leeds. Seven were judged to be good with outstanding features, including the two Key Stage 3 Pupil Referral Units, formerly with serious weaknesses. Eight schools were judged satisfactory. These included a school formerly in special measures, schools with weak performance data but strong capacity to improve, rapidly improving schools with a legacy of low value added in the past, and schools with above average attainment but weaker value added and low capacity to improve. Two schools were given a notice to improve, one of which was previously designated as having serious weaknesses.
- 3.6 At the start of the year Leeds had one high school in special measures, and three with serious weaknesses. At the end of the year there are no high schools in special measures, and two with a notice to improve.
- 3.7 It should be noted that there are a number of schools likely to be inspected next term which have faced considerable challenges in the last few years. While they have made substantial improvements they are still vulnerable to an inspection and there could be more Leeds high schools in an Ofsted category by the end of the autumn term.

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Electoral wards Affected:

ALL WARDS

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in
(details contained in the report)

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- Grade 1 Outstanding
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- Grade 3 Satisfactory
- Grade 4 Inadequate.

3.0 MAIN ISSUES

3.1 SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

3.2 PRIMARY SCHOOLS

3.3 Brodetsky Primary School (May 2006)

3.3.1 This school offers a satisfactory education, a view that the school shares. It gives satisfactory value for money. The school's self-evaluation is largely accurate though errs on the generous side. Standards are above average as might be expected, given that children enter school with above average attainments. Children make satisfactory progress in response to satisfactory teaching quality with the exception of more able children who rarely perform as well as they should because much of the work lacks challenge and does not require them to work things out for themselves. The curriculum is satisfactory rather than good as the school believes because it does not make sufficient links between subjects, and some opportunities are missed to devise programmes of work to stretch the more able. Standards and quality of provision in the Foundation Stage are good and children flourish, growing in confidence and independence, and learning to read and write at an early age. Throughout the school, behaviour is good and children have good attitudes to learning. Attendance is high, reflecting children's enjoyment of what the school has to offer. One summed up the views of most saying, 'Brodetsky: big, bright, brilliant, simply the best!' A sizeable proportion of parents, however, express reservations because the school does not respond as quickly and effectively as it should to their concerns. Children are given satisfactory levels of care, support and guidance rather than good as the school believes because the provision for children with learning difficulties and/or disabilities is not sufficiently robust. The interim leadership and management are satisfactory and with local authority support the above weaknesses are being tackled effectively. Governance, while satisfactory overall, has yet to resolve the balance between running the provision for Hebrew and Jewish studies and acting in a supporting role at all other times. The school has reasonable capacity to improve.

Grade: 3

3.3.2 *What the school should do to improve further*

- Implement a clear leadership and management structure with clearly defined roles for the school staff and ensure governors have training and guidance so they fully understand and implement their roles and responsibilities.
- Improve the provision for children with learning difficulties and/or disabilities.
- Develop further the curriculum opportunities for more able children.
- Improve communication with parents and establish systems to ensure their concerns are dealt with quickly and effectively.

3.4 Brudenell Primary School (May 2006)

3.4.1 Inspectors agree with the school's own evaluation that Brudenell Primary is a good school with outstanding features. Pupils' achievement is good. As a result of the effective teaching they receive, pupils of all ages make sustained progress and standards rise from a very low starting point in Nursery to broadly average by the end of Year 6. Provision in the Foundation Stage (Nursery and Reception) is good

and children make substantial gains, but they have a lot of ground to make up and many are still some way short of the levels expected by the end of Reception. Pupils from different backgrounds get on well together. The behaviour of most pupils is good. Attendance is low. This is due to religious observance, and a minority of pupils who do not attend often enough or make extended visits abroad. However, the school is doing all it can to promote pupils' good attendance. Teaching is good but some lessons move too slowly and pupils' ideas are not always followed up. The curriculum is interesting and pupils enjoy learning. Whilst information and communication technology (ICT) is used effectively in English and mathematics lessons, pupils do not get enough opportunities to use it in other subjects. The school takes outstandingly good care of its pupils. They are kept safe and secure and receive extensive support and guidance. Parents and pupils hold very positive views of the school which are fully justified. The school has extensive links with other organisations which add considerably to the school's own provision. The headteacher and senior staff provide the school with high quality leadership. They have successfully brought the school through a period of substantial change. More developments are planned and the school is well placed to make further improvement. Management is good, although it requires some reorganisation to ensure it meets the school's future needs. Governors support the school and monitor its work well. The school provides good value for money.

Grade: 2

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

- Reorganise management responsibilities to make full use of the skills and expertise of all staff, and to ensure that the school has the management structure it needs to fully implement its plans for future development.
- Ensure that time is used consistently well in lessons and that teachers make full use of the contributions pupils make to extend their learning.
- Provide pupils with more opportunities to use ICT in all subjects.

3.5 **Cookridge Primary School (June 2006)**

3.5.1 The school has survived a period of rapid change and emerged in a reinvigorated state that is reflected in the enthusiasm of staff and pupils for all that takes place. The headteacher and the new leadership team have weathered the storm admirably and, at the same time, put in place some innovative and creative aspects of learning, which have set pupils' imagination alight. The way that the school has been steered in the last four years has been outstanding. This is a good school that has maintained its effectiveness despite the challenges it has faced.

3.5.2 Standards are broadly average at the end of Year 6, which demonstrates the pupils' good achievement, particularly since the oldest pupils' learning has suffered interruptions in the last four years. The school has met its problems head on and tackled the slight downturn in achievement, which resulted from the temporary difficulties. For example, pupils' progress in writing has improved well since the school adopted some effective methods to help them concentrate on their vocabulary and sentence construction more closely. Equally, progress in mathematics is beginning to speed up because reasons for slower progress have been identified and dealt with.

3.5.3 Good teaching has been maintained, in the face of the changes in personnel, through an intense programme of self-review and constructive advice. Some

inconsistencies remain, but good achievement has been assured by the rapid progress made by pupils in Years 5 and 6. Through expert leadership and management, gaps in pupils' learning have been exposed and ways sought as to how they might be closed. Children's progress in the Foundation Stage is as good as it ever was, but there are plateaux in learning between Years 1 and 6. These result from some otherwise satisfactory lessons, which lack the drive and ambition found elsewhere in the school. Conversely, there is some excellent teaching. Mutual support and the sharing of successful practice have produced lessons that sparkle with enjoyment and push learning along at a fast rate. The good and sometimes first-rate curriculum plays a strong role in stimulating productive learning and good achievement. Enrichment through art and music is especially effective because it has such a powerful effect on pupils' personal and academic development. Pupils display a level of confidence, coupled with a spiritual joy in singing or talking about their three-dimensional art work, which justifies the enormous efforts that have gone into providing expert tuition in these subjects. Moreover, personal development is generally good because pupils are well cared for and supported through difficult periods. No wonder that they enjoy school greatly, feel safe, contribute willingly and have a healthy outlook on life.

- 3.5.4 The lack of drive in some lessons is matched by inconsistencies in the way that pupils are involved in targets to help improve their learning. In some classes, notably in Years 2, 5 and 6, pupils are consulted well about their learning, but in others the advice given, across the curriculum, lacks precision and pupils are not as actively involved in what to do next.

Grade: 2

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

- Improve the consistency of teaching so that all lessons move pupils' learning along fast enough.
- Ensure that all pupils are involved well in thinking about what is good about their work and what needs to be improved.

3.6 Garforth Green Lane Primary School (July 2006)

- 3.6.1 Although the inspection has taken place, the report has not yet been published.

3.7 Gledhow Primary School (June 2006)

- 3.7.1 This is a good school with many outstanding features, a judgement which matches the school's own view. Overall, the leadership and management of the school are good. The outstanding headteacher leads an effective team who are committed to working for the benefit of all the pupils. A comment from the parental questionnaires typifies the parental views, 'A fully inclusive school, encompassing many cultures. The huge commitment of all staff shows in the standards of work produced by the children and the progress they make'. Good quality provision in the Foundation Stage ensures the children have a good start to their schooling. All pupils make good progress throughout the school and reach standards that are above average by the end of Year 6. In mathematics, standards at the end of Year 6 are exceptionally high. Even though all pupils make good progress, the school recognises that higher attaining pupils could do more. This is especially so in mathematics for the younger pupils, and in English for the older pupils. The good quality of teaching and learning and a good, relevant curriculum encourage the pupils to behave very well and be confident, responsible learners so that they

achieve well. The school takes outstanding care of the pupils, and academic guidance and support ensure the pupils feel safe and know exactly what they need to do to improve their work. Consequently, parents have a high regard for the school and the education it provides. Governance is good and the skills and expertise of the governors are used to challenge and support the school as it moves forward. The school has improved well since the last inspection and has good capacity to improve further. It provides good value for money.

Grade: 2

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

- Provide more challenge in mathematics lessons for higher attaining pupils in Years 1 and 2.
- Provide more challenge in English lessons for higher attaining pupils in Years 3 to 6.

3.8 **Greenmount Primary School (January 2006)**

3.8.1 Greenmount Primary School is a multi-ethnic school of outstanding quality. It is extremely effective, has high expectations of its pupils and provides an education experience second to none. Children receive a flying start in the Foundation Stage which is systematically built on throughout the key stages. The teaching is good overall with much that is outstanding. Adults know the pupils' learning and personal needs well and provide stimulating and challenging high quality work. The cultural richness of the community permeates the school environment and enhances the curriculum. The many groups of pupils who have learning needs are extremely well supported. As a result, these pupils achieve exceptionally well and make excellent progress. Parents are overwhelmingly supportive of the school and recognise the high level of care and guidance given to their children. Pupils' personal development is exemplary and they have excellent attitudes to their work.

3.8.2 Much of the success of Greenmount is due to the outstanding dynamic leadership and efficient management of the headteacher. She has an able senior management team and teachers who thrive on challenge. There is a continuing desire to make improvements even though the school already achieves highly, and it provides very good value for money.

3.8.3 The Foundation Stage is very well organised and provides the children with an attractive and stimulating environment in which to learn. Work reflects the Early Learning Goals, although the adults make appropriate modifications to meet the communication needs of the children. Teaching is of a consistently good quality. The children settle well and quickly become confident and learn to make simple decisions.

Grade: 1

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

- Continue to evaluate the effectiveness of new initiatives.
- Establish more fully procedures to involve pupils in setting their own targets.

3.9 **Hollybush Primary School (January 2006)**

3.9.1 In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion

that this school requires significant improvement in standards and achievement in English, mathematics and science because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve.

- 3.9.2 Hollybush has come successfully through a difficult process of amalgamation: everyone is positive and trying to raise standards. The school is on the right track. Despite the harmonious climate created, academic standards, by the end of Year 6, are very low and pupils' achievement is inadequate. Consequently, the school does not give value for money. Pupils' personal development is satisfactory. They enjoy learning, but attendance levels are not good enough to allow sound progress for all. Teaching and learning are satisfactory. A lack of consistency causes uneven progress in learning and there has not been time for teaching to eliminate the underachievement that existed on amalgamation. Children progress satisfactorily in the Foundation Stage, but have very low attainment in literacy and numeracy. This prevents them from succeeding well at the end of Year 2 where standards are well below average. There are several strengths in the care and support provided for pupils, but the guidance given to children about their learning is not yet good enough. The school is led and managed satisfactorily. The school believes it provides a satisfactory education, but it has overestimated what could be done in a relatively short time. Standards are low because teaching is inconsistent and children's learning is not quick enough. The school has shown that it can improve and the inspectors believe the senior staff and governors are capable of doing what is needed.

Grade: 4

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

Raise standards in English, mathematics and science by:

- ensuring that all teaching accelerates pupils' learning;
- sharpening the checking on teaching to make sure that pupils' standards and achievements are the main focus; and
- using the information from assessments more systematically to improve children's progress and achievement.

3.10 **Iveson Primary School (February 2006)**

- 3.10.1 The school judges its effectiveness as satisfactory and inspectors agree. It provides satisfactory value for money. Pupils' personal development is good, as are the care, guidance and support they receive. Attendance has improved recently despite an epidemic of sickness, but the levels remain below average. Pupils' achievement is satisfactory overall. Progress was too slow in some year groups in the past due to weaknesses in teaching. As a result of effective action taken to improve the quality and consistency of teaching, there has been a marked improvement in pupils' learning. However, although standards are improving, they are not yet high enough. The curriculum is satisfactory with a good range of enrichment activities. The school has good partnerships with outside agencies and other schools. Provision in the Foundation Stage is satisfactory. The unit is relatively new and has not yet had time to become fully established to ensure a consistency of practice.

3.10.2 Leadership and management are satisfactory. Involvement in a local authority Intensifying Support Programme is proving beneficial in the drive to raise standards and achievement. A rigorous system of self-review has been introduced that identifies key strengths and priorities for development. Pupils' learning is analysed well and their progress tracked closely. The school is responding well to the increasing number of pupils joining with very little or no English at all and supports their learning needs as best it can, but there is no specialist bilingual help for these children. Governance is satisfactory. While the school works hard to maintain the building and grounds, there are limited funds to attend to pressing needs such as the playground surfaces. Improvement since the last inspection is satisfactory and much of this has happened over the last two years. The school has the capacity to improve further.

Grade: 3

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

- Raise standards and achievement further in English and mathematics and ensure all pupils are sufficiently challenged.
- Work with parents and pupils who find good attendance difficult to improve their levels of attendance.
- Find ways of securing bilingual support for those pupils who speak very little English.
- Seek ways of improving the quality of the playground surfaces.

3.11 **Kippax Greenfield Primary School (May 2006)**

3.11.1 Pupils are the best advocates for their school. 'Learning is an ever open door' – this banner greeting everyone entering the school encapsulates the school's values. Inspectors and the school are in agreement that the school is outstanding. Enthusiasm for learning derives from the superb example set by all staff. A robust commitment to high standards translates into an imaginative approach to learning, bearing fruit in improving standards that are now above average. The energetic headteacher convinces everyone that they 'can do' and, as a result, pupils and staff reach for the stars. Because of the foresight of the senior management team, the governing body has supported the introduction of a partnership development officer. From a base within school, he is the spearhead for the establishment of a children's centre in Kippax, working with parents in giving all children in the area an even better start in life. From the moment children start in the Foundation Stage all staff work purposefully to build on their very diverse starting points. Overall, social and communication skills are weak when children start school but through stimulating teaching and care children make the good progress needed to cope with the Key Stage 1 curriculum. This is the bedrock of further good progress at Key Stage 2. As a result, pupils leave school with above average standards. They relate well to each other and communicate well through writing and speech.

3.11.2 The school enjoys the support of all the community and its work is held up as an example of innovation within the local authority. Thinking skills, philosophy, a cross curricular approach to English and mathematics and a commitment to personalised learning are the cornerstones of a successful curriculum, developing well-rounded individuals. Issues from the previous inspection have been successfully dealt with and astute financial management ensures the school gives excellent value for money. The success of the school is best summed up by a parent: 'Greenfields

Primary – you are a cut above the rest.’

Grade: 1

3.11.3 *What the school should do to improve further*

The school is very well aware of what it needs to do and has secure plans in place for further improvement.

3.12 Kirkstall Valley Primary School (June 2006)

3.12.1 ‘A wonderful warm, learning environment for all’. ‘Children are encouraged to reach their full potential’. ‘My child has come on leaps and bounds’. These parental comments sum up parents’ positive view of the school. They also support the inspection findings and the school’s judgement that its overall effectiveness is good. Standards are broadly average and pupils achieve well. This is because the leadership and management are good. The headteacher’s leadership is strong and she is assisted well by staff and governors. The quality of teaching is good enabling pupils to make good progress throughout the school. The curriculum is effective with a strong emphasis on developing pupils’ basic skills. Provision in the Foundation Stage is good. Pupils’ personal development is outstanding. Pupils really enjoy coming to school and they respond very well to the outstanding care, guidance and support they receive. Their behaviour and attitudes to learning are excellent. The school has a clear understanding of its strengths and areas for development. It has rightly identified the need to improve the recording of children’s progress from entry to the school in the Nursery to the end of Reception so that attainment of individuals and groups can be efficiently tracked from entry to school to the end of Year 6. This will help the management to improve the monitoring of children’s progress over time and assist target setting in order to raise standards even further. Improvement since the last inspection is good. The commitment of the staff and the effective leadership and management indicate that the school has good capacity to continue to improve.

Grade: 2

3.12.2 *What the school should do to improve further*

This good school knows what needs to be done. In particular it should focus on:

- incorporating information about individual and groups of children’s progress in the Foundation Stage into the established tracking system, in Years 1 to 6, in order to assist target setting.

3.13 Meadowfield Primary School (February 2006)

3.13.1 Meadowfield is a new school and is already showing strong signs of improvement. It offers a satisfactory quality of education and provides satisfactory value for money. These findings reflect the school's view of its overall effectiveness. The leadership and management are satisfactory overall with strengths in the leadership of the headteacher and deputy headteacher. The recent amalgamation brought many challenges but the school has come through it very successfully, despite still having to pursue 'snagging' issues relating to the new building. There is a 'buzz' of improvement about the school. The quality of teaching and learning is satisfactory with examples of good and outstanding practice. Pupils are making rapid gains in their learning in most classes in response to the improvements in the quality of teaching. The school has only recently entered a settled period and therefore initiatives aimed at raising achievement have not yet had time to impact

fully on pupils' standards which still remain well below average. However, the school is on course to meet its challenging targets. The curriculum is satisfactory. Provision in the Foundation Stage is satisfactory, as is the care, guidance and support of children. Pupils' personal development is satisfactory. However, attendance levels are below average. The school works hard to tackle this issue but the once improving levels have fallen since its relocation to the new site. Systems for the monitoring and evaluation of performance are rigorous and result in the school knowing exactly where the strengths are within the school and the areas requiring development. This indicates the school has a good capacity to continue to improve.

Grade: 3

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

Raise standards and achievement throughout the school by:

- improving the quality of teaching and learning to good or better and ensuring a consistency of practice throughout the school
- working with parents and carers to improve pupils' attendance
- developing pupils' confidence further and ensuring that they are actively involved in their learning
- pressing for speedy completion of 'snagging' issues relating to the new building and grounds to ensure full attention can now be given to raising achievement.

3.14 **Methley Primary School (May 2006)**

3.14.1 This is a satisfactory school with some good features and outstanding potential to improve, a judgement that matches the school's view of itself. It gives satisfactory value for money. The main success has been to amalgamate two very different schools in a short time into one forward-looking, dynamic, purposeful school. A real buzz of excitement about learning is reversing effectively some of the inherited underachievement. Achievement is satisfactory, a better picture than the school perceives, largely because of the unrelenting drive from the top to push up standards. Improvement since September 2005 has been both marked and rapid. Leadership, management and governance therefore are good, not satisfactory as the school indicated. Stringent assessment procedures have been used to highlight areas of weakness and to ensure that pupils are now taught what they need to learn. As a result, standards are beginning to rise, although those in English are still below average at the end of Year 6 and more able pupils do not read as well as they should by the end of Year 2. The quality of teaching is satisfactory. Although much of the teaching and learning is very good, there are pockets of weakness, which are being challenged. The curriculum is satisfactory with some good, innovative features but these have yet to have a full impact on pupils' achievement. Provision in the Foundation Stage is satisfactory but there are weaknesses in the assessment, planning and teaching of early literacy skills. There are good systems to ensure that pupils are well cared for. Pupils' personal development, behaviour and attitudes to learning are good. Attendance is above average. As Year 6 say, 'We're learning more and it's fun'.

Grade: 3

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

- Improve the Foundation Stage provision, particularly the assessment, planning

and teaching of early literacy skills, and develop fully the potential of more able pupils.

- Raise standards in English by the end of Year 6 by providing more challenge for more able pupils.
- Ensure that more able pupils are taught to read with greater understanding by the end of Year 2.

3.15 Miles Hill Primary School (May 2006)

3.15.1 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.

3.15.2 Miles Hill has declined in effectiveness and has not successfully tackled the issues raised at its last inspection in 2001. Its overall effectiveness, although judged by the school to be satisfactory, is inadequate. The school has suffered considerable disruption in recent years, with several changes of headteacher and a lengthy period of uncertainty arising from the school's inclusion in the local authority's reviews of school places. These factors have lowered staff morale and effectiveness and, as a result, the achievement of pupils is unsatisfactory. Sound leadership in the Foundation Stage enables children to experience a positive introduction to school; quality and standards in Nursery and Reception are satisfactory. Standards at the end of Year 6 are exceptionally low and progress from Year 1 to Year 6 is inadequate. Children's personal development and well-being are satisfactory overall but their attendance is well below average. The school is calm and orderly and children's behaviour is satisfactory. Teaching is inadequate: expectations are not high enough, there is insufficient challenge and the children have too few opportunities to exercise independence in their learning. The curriculum is also inadequate: it lacks the breadth and richness to meet the needs of all children. The tracking of children's progress is not sufficiently rigorous to ensure that they make the progress of which they are capable; care, guidance and support are inadequate overall. The school's leadership and management, including governance, are inadequate. While the school knows some of its weaknesses, its evaluation of its performance is too positive. Recently, the temporary leadership has implemented a range of initiatives to improve teaching and the curriculum, but the measures taken have had too little impact on children's progress. The procedures for monitoring teaching take insufficient account of its impact on achievement and standards. In this context, the school provides unsatisfactory value for money and its capacity to improve is inadequate.

Grade: 4

3.15.3 *What the school should do to improve further*

- Improve the monitoring of teaching so that it is rigorously focused on improving its quality and its impact on achievement and standards.
- Provide more support and challenge for all children to raise standards and achievement in English, mathematics and science.
- Improve attendance.

- Give children more opportunities to develop independence in their learning.
- Extend the breadth and richness of the curriculum so that it meets all children's needs.
- Improve procedures for tracking children's progress and make better use of the information gained to ensure that children make faster progress.

3.16 Mount St Mary's Catholic Primary School (June 2006)

3.16.1 This is an outstanding school. Despite the considerable challenges posed by the dilapidated temporary building and barren, unkempt exterior environment around the school, pupils make outstanding progress and achieve results in the national tests that are in the top 5% of schools nationally in English, mathematics and science. The school has achieved this accolade for the past four years. The quality of teaching and learning is outstanding because of consistently high expectations that all pupils will do their best and the unrelenting commitment to raising standards by the acting headteacher and staff. Coaching, mentoring, support and systematic training have an exceptional impact on producing consistently outstanding teaching throughout the school. The use of assessment information is impressive and summed up well by a new pupil to Year 6 who said, 'Targets make it easier for us to learn because we know how to improve our work'. Personal development and well-being are outstanding: the behaviour of pupils is exemplary and older pupils have an excellent grasp of the impact of effective basic skills on later learning. The curriculum is outstanding and effectively enriched by a wide range of out-of-school activities led by, in some instances, professional sports coaches and includes a comprehensive programme of music tuition for pupils. Pupils' care, guidance and support are excellent. Many health and safety procedures have been attended to efficiently in recent months, for example, child protection training, risk assessments and first aid procedures. Steps to ensure the safety of the old, temporary building take up much of the acting headteacher's time. Leadership and management are outstanding because of the commitment to maintaining the outstanding achievement of all pupils. Provision and standards in the Foundation Stage are good. Steps to improve the indoor learning and transition between Reception and Year 1 are excellent, but the lack of a spacious outdoor area to extend the curriculum limits the opportunities for daily physical development. Parents are very happy with the school, especially how quickly children starting part way through the year settle down. The school has an excellent capacity to improve and improvement since the last inspection has been exceptional in all respects. Value for money is excellent.

Grade: 1

3.16.2 *What the school should do to improve further*

- Improve the outdoor play area for the youngest children in Reception class because it is too small and does not have sufficient equipment.

3.17 Queensway Primary School (May 2006)

3.17.1 The inspection team agree with all aspects of the school's view of its work: this is a good school with some outstanding features. It provides good value for money. Standards and achievement are good. The results of the 2005 national tests in Year 6 were above average in English, mathematics and science. Some higher attaining pupils did not reach the higher levels in writing in Year 6 and, as a result,

this has been a priority for improvement. Pupils make good progress throughout the school, although this is outstanding in Years 1 and 6 because of exceptional teaching. The quality of teaching is good overall. Expectations are generally high, especially in literacy and numeracy lessons, but less so in some of the other subjects which sometimes results in poorer quality presentation of written work. Assessment arrangements are thorough, but pupils are not given sufficient written guidance on how to improve their work in writing and in some subjects the work is not marked regularly enough. Quality and standards in the Foundation Stage are good: children make good progress as a result of good teaching by all the adults working in the Foundation Stage. The personal development and well-being of the pupils are outstanding: pupils behave well, enjoy school and take their responsibilities seriously. The curriculum is good and effectively enriched by a comprehensive range of lunchtime and after school clubs, some of which are run by the pupils. The care, guidance and support for pupils are good. Leadership and management are good, with some outstanding features in the strong teamwork, partnership with parents and outstanding improvements since the last inspection. The school development plan has too many priorities resulting in insufficient time to check progress as rigorously as needed. Governors are well informed and very supportive of the school. The school has an excellent capacity to improve.

Grade: 2

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

- Provide pupils with more consistent feedback on their written work.
- Reduce the number of priorities on the school development plan to allow time for more rigorous checking of the quality of learning in subjects such as history and geography.
- Raise the expectations that pupils will write as well in every subject as they do in literacy lessons.

3.18 **Roundhay St John's Church of England Primary School (July 2006)**

3.18.1 This is a satisfactory school with some good features and it is providing satisfactory value for money. Inspectors do not agree with some of the school's judgements about aspects of its work. Some judgements of 'good' and 'outstanding' have been made without taking into account that pupils did not do well enough in mathematics and science by the end of Year 6. Overall effectiveness is judged to be satisfactory rather than good as the school reported. The quality of teaching and learning and the curriculum are satisfactory but the provision of extra-curricular activities is good. Pupils' personal development is good and this reflects the good quality of care, guidance and support. Attendance is well above average, showing how much pupils enjoy coming to school. The issues from the last inspection have been dealt with effectively. The new headteacher, ably supported by her deputy, is determined to raise standards and is correctly focusing on improving the quality of teaching. As a result, the school has the capacity to improve.

3.18.2 Quality and standards in the Foundation Stage are good and, as a result, children achieve well. Pupils' achievement in Years 1 to 6 is satisfactory. Overall standards are above average throughout the school but in Years 3 to 6, standards in mathematics and science tend to be lower than in English. Pupils who have English as an additional language are particularly well supported and make good progress.

3.18.3 Leadership, management and governance are satisfactory. The role of subject coordinators in monitoring the quality of teaching and learning is not sufficiently well developed to ensure that areas for improvement are quickly identified and acted upon. Governors are committed to the school and are currently exploring ways of increasing their role in monitoring all aspects of provision. The vast majority of parents are supportive and hold the school in high regard. Its good reputation locally means that all year groups are full to capacity.

Grade: 3

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

In order to improve standards and pupils' achievement in mathematics and science, the headteacher, governors and staff should:

- improve the quality of teaching and learning in these subjects
- develop the role of subject coordinators and governors to ensure that they have a sharper focus on raising standards and improving the quality of teaching and learning.

3.19 Rufford Park Primary School (February 2006)

3.19.1 Although the school judges its effectiveness to be good, inspectors judge it to be satisfactory. The headteacher, with the full support of staff and governors, has managed a challenging amalgamation successfully, creating an ordered and harmonious school. Partnerships with outside agencies have been very effective in this process. Children in the Foundation Stage make a sound start to school. The school has been particularly successful in promoting children's personal development and well-being. A strong commitment to providing high quality care and support for all groups of children results in them feeling safe, secure and well looked after. Children's academic achievement is satisfactory. Children enter and leave school with attainment that is average and in doing so they make satisfactory progress. Teaching is satisfactory, although there are many good features, such as very good relationships in classes. The curriculum offers good support for children's personal and health education and is satisfactory overall. The school has implemented arrangements to track children's progress and this information has been increasingly well used to identify additional support. However, teachers' use of information to match tasks accurately to children's needs and identify personal targets for them is inconsistent throughout the school. The quality of leadership and management is good. The leadership group understands the need to raise standards and has put in place effective policies and procedures to address this issue. Evidence is emerging in the school's own assessments of the positive impact of these measures on pupils' progress and inspectors judge that the school's capacity to improve further is good. The school gives satisfactory value for money.

Grade: 3

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

Improve the use of information about pupils' attainment and progress to:

- match work more consistently to pupils needs
- set challenging targets in English and mathematics for individual pupils.

3.20 Shadwell Primary School (June 2006)

3.20.1 This is a good school with outstanding features in its personal development and well-being, care, guidance and support and leadership and management. It provides good value for money. The school's self-evaluation is accurate and effective, although they have judged the effectiveness of leadership and management too modestly. The quality of teaching and learning is good with some outstanding teaching. Pupils make good progress throughout the school from average attainment on entry to the Reception class to above average attainment when they leave in Year 6. Pupils leaving the school in 2005 reached standards that were significantly above the national average in mathematics and science. Achievement was good in those subjects. Standards were above the national average in English but overall achievement was just satisfactory because too few pupils reached the higher levels in writing. The personal development and well-being of pupils are outstanding: the promotion of a healthy lifestyle means that pupils know to eat healthily. The curriculum is good with particular strengths in the extra-curricular provision and improvements to information and communication technology (ICT). Care, guidance and support are outstanding because of the rigorous attention given to the safety of pupils by governors and outstanding assessment procedures that track the progress of individual pupils as they go through school. Leadership and management are outstanding. The headteacher is well supported by a dedicated team of staff and gives a high priority to maintaining and raising standards. Governors are very effective and make excellent use of their professional skills to support the school as well as having high expectations for all aspects of the school's work. Parents hold the headteacher in high regard for the ethos she has created. The school has an outstanding capacity to improve as a result of the high priority given to raising standards by the headteacher.

Grade: 2

3.20.2 *What the school should do to improve further*

- Improve the level of challenge for more able pupils in writing throughout the school so that they achieve the levels of which they are capable.

3.21 Southroyd Primary and Nursery School (May 2006)

3.21.1 This is a good school, with outstanding features in the care and personal development of pupils. The school's self evaluation is accurate in all key features. Staff, parents and pupils rightly speak positively about what the school provides and achieves. It provides good value for money.

3.21.2 In response to the good teaching, pupils make good progress to achieve average standards from below average starting points. Children get off to a good start in the Nursery. Most settle quickly and make good progress in the Foundation Stage, because of the good provision that helps them learn independently and purposefully, both indoors and outdoors. In Years 1 to 6, pupils are taught well, but there are still opportunities to use assessment information more to provide consistent challenge for all learners. Most pupils have good attitudes to learning. There is a striking self-confidence and maturity in the attitudes and opinions of pupils by the time they reach Year 6. Their spiritual, moral, social and cultural development is exemplary. Pupils behave well both in and around the school. The curriculum is good. The impressive range of responsibilities given to older pupils and the extensive range of extra-curricular activities are particularly strong

features. Pupils get exceptional levels of care, support and guidance. They benefit significantly from the range of partnerships the school has with outside agencies. Leadership, management and governance are good, although the monitoring of teaching and learning is not yet rigorous enough to ensure consistent, good learning.

3.21.3 There has been good improvement since the previous inspection. The school has good capacity for further improvement.

Grade: 2

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

In order to raise pupils' good progress even further the school should:

- Monitor the quality of teaching more rigorously to identify how pupils can make faster progress.
- Use the school's assessment information more effectively to set more challenging targets and support learning.

3.22 St Bartholomew's Church of England Voluntary Controlled Primary School (June 2006)

3.22.1 The inspector agrees with the school's own evaluation that its provision and value for money are outstanding. Pupils make outstanding overall progress from low levels to reach above average standards by the end of Year 6. The school has made very good improvements, such as in raising writing standards, and is extremely well placed to continue to maintain its high quality provision.

3.22.2 Teachers ensure pupils' outstanding achievements by paying great attention to the needs of each individual. For example, high quality experiences and support in Foundation Stage classes help all children settle quickly and get learning off to a flying start. Throughout the school, extensive learning opportunities and extremely good teaching ensure pupils of all backgrounds and abilities make very rapid progress. Within a vibrant and exciting multicultural atmosphere, pupils develop the maturity and exemplary attitudes and behaviour to equip them for their future. A caring atmosphere and strong positive relationships give all pupils confidence to thrive.

3.22.3 Senior leaders' monitoring and analysis give an extremely clear and accurate view of strengths and weaknesses. Innovative approaches to responsibilities enable all staff to contribute to the monitoring, evaluating and improvement process. This has produced a noticeable atmosphere of teamwork and shared involvement with a focus on giving pupils exactly what they need to improve. As a result, relative weaknesses are quickly and effectively identified and remedied. Although the governing body supports well and rigorously ensures statutory requirements are met, involvement in monitoring the school's work is more limited.

Grade: 1

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

The school has a very accurate view of its own strengths and weaknesses, with clear planning to address areas of relative weakness. Within this framework, it should ensure that:

- governors play a stronger role in monitoring the school's work and holding it accountable.

3.23 St James' Church of England Voluntary Controlled Primary School (June 2006)

3.23.1 The effectiveness of the school is satisfactory with some good features in pupils' personal development and well-being. It provides satisfactory value for money. The inspection team disagree with the school's over-generous judgement of its effectiveness. The main reason for this is that pupils' standards and achievement, the quality of teaching and learning, curriculum and leadership and management are only satisfactory. There is currently underachievement in mathematics for higher attaining pupils throughout school. Personal development and well-being are good. Pupils enjoy school because they are encouraged to keep fit and take responsibility. The quality of teaching and learning is satisfactory. Teaching of mathematics is just satisfactory because there are weaknesses in planning, the use of resources and challenge for higher attaining pupils. Assessment procedures are satisfactory. The curriculum is satisfactory with good aspects in the enrichment through educational visits, additional provision for instrumental tuition and a good range of sporting fixtures. Mathematics is not given a high enough priority either in displays, time allocated to teach it or opportunities to apply mathematical skills in other subjects. Care, guidance and support are satisfactory overall. Pupils say their teachers help them feel safe. However, there are currently no trained first aiders in school. Pupils with learning difficulties and/or disabilities are well supported. Provision and standards in the Foundation Stage are good. Leadership and management are satisfactory. Delegation of responsibilities and communication with colleagues has some weaknesses. The actions to improve mathematics by the headteacher have had too little impact on improving standards because staff have not been provided with any training. Parents are very happy with what the school provides for their children. Improvement since the last inspection is satisfactory and the school has a satisfactory capacity to improve.

Grade: 3

3.23.2 *What the school should do to improve further*

- Raise standards of the more able pupils throughout the school in mathematics.
- Provide informative wall displays, resources for pupils and more effective planning to improve the teaching of mathematics.
- Improve the delegation of responsibilities to staff to ensure a more rapid rate of improvement.
- Provide training in first aid and appoint a named first aider.

3.24 St Nicholas Catholic Primary School (June 2006)

3.24.1 The school judges its effectiveness to be outstanding and inspectors agree. From their first days in school, expectations of children are high, and the quality and standards in the Foundation Stage are outstanding. Starting with attainment that is well below average, pupils make excellent progress throughout school to achieve standards that are in line with national expectations by the end of Year 6. The school is extremely successful at promoting pupils' personal development and well-being. They are helped to develop into mature and confident individuals, with a

good understanding of right and wrong. Pupils are taught to understand the value of learning and education as a powerful aid to their development as individuals. Teaching is well planned and organised, and makes very effective use of a wide range of teaching strategies to develop confident and effective learners. The curriculum offers pupils a wealth of experiences and is very successful at developing their basic skills and extending their knowledge and understanding of the world. Pupils benefit from very high levels of care and they receive excellent guidance from staff, which ensures that they can take advantage of the rich provision made by the school. The leadership team works very effectively to keep the school moving forward and ensures standards are maintained and improved. School leaders could sharpen the impact of strategies for improvement by making more effective use of data about attainment. Improvement since the last inspection and the school's capacity to improve further are outstanding. The school gives outstanding value for money.

Grade: 1

3.24.2 *What the school should do to improve further*

- Make more effective use of performance data when planning and evaluating the impact of strategies adopted to promote improvement.

3.25 St Oswald's Church of England Junior School (July 2006)

3.25.1 Although the inspection has taken place, the report has not yet been published.

3.26 St Joseph's Catholic Primary School, Otley (July 2006)

3.26.1 Although the inspection has taken place, the report has not yet been published.

3.27 St Joseph's Catholic Primary School, Wetherby (July 2006)

3.27.1 Although the inspection has taken place, the report has not yet been published.

3.28 St Philip's Catholic Primary and Nursery School (June 2006)

3.28.1 The inspection confirms that the school's evaluation of itself is accurate. This is a good school and it provides good value for money.

3.28.2 The school's Catholic ethos is very much at its heart and every pupil is highly valued. The pupils' personal development is outstanding and they positively sparkle with enthusiasm, which has a significant impact on the good progress they make. Provision in the Foundation Stage is good. Although many pupils arrive in the Nursery with poor speaking and listening skills, the good planning and wide range of interesting early learning opportunities helps to ensure that the majority are on track to reach the expected levels of attainment by the time they leave Reception. By the time the pupils leave Year 6, their standards in English, mathematics and science are above average. Achievement is good. These positive outcomes are also linked to the constructive development work of the senior leadership team, well assisted by the teaching and support staff and by the effective governing body.

3.28.3 The quality of teaching and learning is good overall, although there are wide variations across the school. Those pupils identified with learning difficulties and/or disabilities make good progress. All pupils are well cared for, guided and supported, although there are some inconsistencies in the use of assessment data

and in the guidance pupils receive which helps them to improve their work. The school curriculum is good and often exciting: it is enriched well by a wide range of interesting visits and extra-curricular activities.

- 3.28.4 Leadership and management have a good awareness of the school's priorities for development and systems for tracking pupils' progress are being reviewed to ensure pupils are sufficiently challenged. The school has made good progress since the last inspection and has the capacity to improve even further.

Grade: 2

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

- Raise the level of teaching to that of the best in order to ensure that there is a school wide consistency in pupils' learning.
- Improve the use of assessment, marking and tracking systems to ensure a clear understanding of what needs to be done to secure consistent levels of progress and appropriate challenge for all pupils.

3.29 Thorner Church of England Primary School (February 2006)

- 3.29.1 Thorner CE Primary School is an effective and popular school where pupils make good progress overall in their learning and reach standards which are above national averages. Despite the staffing difficulties encountered during the inspection, the quality of teaching was never less than satisfactory and much of it displayed some good features. The curriculum is broad and well balanced, and is enriched by a good range of cross-curricular and extra-curricular activities, with strong links to the local and wider community to which the pupils belong.

- 3.29.2 The pupils' personal development and their care, guidance and support given by the staff are outstanding. The school is skilled at recognising the personal and social needs of the pupils and the staff know them well. Attendance is high, and behaviour is impeccable. The pupils relish new challenges, are considerate of others and enjoy excellent relationships at all levels.

- 3.29.3 The school is well led and managed by the headteacher, ably supported by the staff team. She has an acute awareness of the school's strengths and weaknesses and has successfully carried through a number of initiatives to improve the education provision for the pupils, as well as seeking to make further gains in standards.

- 3.29.4 The children receive a good start in the Foundation Stage and settle well, quickly becoming confident and independent learners. The work reflects the Early Learning Goals and builds on experiences the children bring from home or local pre-school provision. The teaching is of a consistently satisfactory standard and often displays good features. There are good links with parents and carers and they are kept well informed of their child's progress.

- 3.29.5 Overall, the school provides good value for money.

Grade: 2

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

- Raise the quality of teaching to a consistently high standard.

- Ensure that all pupils, especially the more able, are challenged to achieve their potential.
- Continue to refine the use of assessment data for planning the next steps in learning.

3.30 Tranmere Park Primary School (June 2006)

3.30.1 Tranmere Park Primary School is an outstanding school where pupils achieve high standards, make rapid progress in their learning, enjoy an exciting and challenging curriculum and develop into 'well-rounded' pupils through the school's very clear and well provided inclusive education. There are no major weaknesses at all. Three key words encapsulate Tranmere Park: consistent, efficient and effective. These are the hallmarks that endear parents and make it such a popular and often over-subscribed school. Parents say. 'a wonderful school that I can't praise too highly'. 'as a teacher I couldn't ask for a better school for my child'. 'a wonderful staff team who deliver fabulous learning, sporting and fun activities'. The aim of providing an education which takes account of the many different needs of pupils is achieved exceptionally well and is at the root of the school's success. The parents of a child with learning difficulties comment: 'the help and support for _ has been phenomenal. I don't think he could be in a better place'.

3.30.2 The inspection team agree with all those statements. So why is the school so successful? It is outstandingly led and managed. The headteacher has created a very strong staff team built on the principles of cohesion and innovation. Although there have been regular staff changes, they have been used as a way of extending the richness of what the school offers. Adults visibly enjoy their work, thrive on challenge and convey their enthusiasm to the pupils who respond well. The exceptional quality of the deputy headteacher means that the headteacher can confidently share the task of carrying innovation forward. In such a climate, the quality of care, guidance and support is outstanding and pupils love coming to school. Tranmere Park Primary School provides excellent value for money.

Grade: 1

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

n/a

3.31 Victoria Primary School

3.31.1 This is a good school with some outstanding features, notably pupils' personal development and well-being which are exceptional. Pupils thrive here because of it, developing into capable and responsible young people. The school's self-evaluation is largely accurate in that it rates itself as good but it tends to be over-modest in some respects. Its judgement that the care given to pupils is outstanding is a true reflection of the personal support they receive but academic guidance is less strong. This aspect therefore is good overall. The school is well led and managed with good support from governors. The school has improved well since the last inspection and has good capacity to improve further. It gives good value for money.

3.31.2 The school does well to get the majority of pupils close to average standards at the end of Year 6 from their low starting points. They get off to a flying start in the Foundation Stage where provision and the quality of teaching are outstanding. In Years 1 - 6, pupils achieve well because they are well taught. An outstanding

curriculum develops their capacity to think, imagine and learn with enjoyment. Pupils' learning has accelerated because of this and because this year much improved assessment procedures have enabled teachers to target precisely those pupils who need extra help and to focus on particular aspects which pupils find difficult such as writing. The school has rightly identified that pupils should be involved in checking whether they have met small achievable targets so they learn from their mistakes. Furthermore, there is a need to tighten up individual education plans for pupils with learning difficulties and/or disabilities so they too give clear small steps for learning and precise targets.

Grade: 2

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

- Involve pupils in checking their work against small, achievable targets so they understand what they have to do to improve its quality.
- Ensure that individual education plans give very clear small steps for learning and precise targets.

3.32 **SECONDARY SCHOOLS**

3.33 **Abbey Grange Church of England High School (April 2006)**

3.33.1 This is a good school and inspectors agree with the school's evaluation of its effectiveness. Standards are high in the main school and the sixth form and students make good progress overall. Teaching is consistently good. Nevertheless, there is room for further improvement to enable all students to learn more independently. The curriculum is good with some outstanding features, notably the wide ranging study support and extra-curricular programmes. These make a valuable contribution to the students' levels of maturity and their high aspirations. The school's work on healthy lifestyles is very effective and has a particularly strong impact on students' eating habits. The headteacher and senior leaders provide good leadership and management and governors are fully involved in the school's planning for improvement. Systems for analysing the school's overall performance are robust. However, the monitoring of students' progress is not frequent enough to inform decisions made by senior staff about school improvement. Performance management arrangements are well linked to the improvement of teaching and learning, and subject and year leaders are held to account for the performance of their subjects and year groups. The school works in partnership with other local schools to offer support and share good practice. It has recently gained specialist humanities status and plans are in hand to enhance the curriculum in the humanities and extend the school's work in the community. All the key issues from the last inspection have been successfully addressed and the capacity for further improvement is good. The school provides good value for money.

Grade: 2

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

The effectiveness and efficiency of the sixth form are good. Standards are above average and progress is good. More than half of the pupils from Year 11 stay into the sixth form, where they engage in a broad curriculum of academic courses leading to Advanced Supplementary (AS) and full Advanced Level (A level) examinations. These are augmented by a wide range of Vocational Certificate of

Education (VCE) courses. Good collaborative arrangements with three local secondary schools enable students to study minority subjects. The quality of teaching and learning is good, with some outstanding features such as the level of intellectual challenge to students' thinking. The leadership and management of the sixth form are good. This is demonstrated in the close monitoring of the quality of courses. It is also reflected in the proportion of students who complete their sixth form education, in excess of 90% from Year 12 to 13. Students value the high quality care and guidance which they receive. The sixth form gives good value for money.

Grade: 2

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

- Ensure that the progress of all students is more frequently monitored to inform decisions about whole school improvement.
- Ensure that all students have opportunities to develop and use independent learning skills.

3.34 **Boston Spa School (February 2006)**

3.34.1 Boston Spa School is satisfactory with some good features. Many students enjoy the benefits of being at a sports specialist college. They show an excellent awareness of the need to adopt a healthy lifestyle and many participate in a range of activities which help develop their confidence and team working skills.

3.34.2 The school judges itself to be satisfactory and inspectors agree with this judgement. Achievement and standards are satisfactory. Overall pass rates are above national averages. But this masks some underachievement; from above average attainment on entry to the school, students' progress by the end of Year 9 is inadequate. By the end of Year 11 most students catch up and make the progress expected of them although pupils of lower ability do not make sufficiently good progress. There are many strategies in place to address underachievement and some of these are now beginning to have an impact. Students' personal development and well-being are satisfactory; the school provides many good opportunities for cultural development, but the behaviour of some students is detrimental to the learning of others. Teaching and learning in the main school are satisfactory overall. Although much teaching is good, there is too much variation in the overall quality of lessons. Marking of students' work is inconsistent and students are not always clear about what they have to do to improve. Data is beginning to be used effectively to set targets and monitor students' progress, but this is not yet sufficiently well embedded in all areas of the school. The curriculum is satisfactory, as is the care, guidance and support provided for pupils.

3.34.3 Leadership and management are satisfactory. Actions to improve the school's performance have been taken, and some are effective, but they are not always monitored or evaluated well enough in order to assess their impact. Since the last inspection, all of the key issues identified have been addressed. The school provides satisfactory value for money and has the capacity to improve.

Grade: 3

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

Inspectors agree with the school that the sixth form is good. It is well led and

managed. The curriculum offers an extensive range of academic courses and a growing number of vocational options which meets students' needs very well. Personal development in the sixth form is good. Students enter the sixth form with average attainment. They achieve very well because of the good teaching they receive and their very positive attitudes to learning. Attendance is good and the number of students who complete their courses is generally high, though this varies from subject to subject. Nearly all students progress to higher education at the end of Year 13.

Grade: 2

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

- Monitor, evaluate and review more carefully all strategies used to raise achievement and standards and use the results to set more challenging targets.
- Ensure that best practice in teaching, learning and assessment is shared with all teachers.
- Continue to ensure that student review systems are implemented rigorously across all departments.
- Apply the behaviour policy more consistently across the school.

3.35 **Burley Park Centre (Pupil Referral Unit) (January 2006)**

3.35.1 This is a good unit; its previous designation as having serious weaknesses no longer applies. Overall, managers are accurate in their evaluation of the Centre's effectiveness and what else needs to be done; the Centre has the capacity to continue to improve at a good rate. Since the last inspection, the Centre has gone through difficult times. Initially, it failed to make adequate progress. Standards were at risk and managers could not ensure the health and welfare of staff and pupils. However, outstanding progress has been made now under the excellent leadership of the new headteacher. Achievement in all subjects is good as a result of effective teaching and a good curriculum. Adults are knowledgeable about their subjects and manage pupils' behaviour extremely well. However, even more could be done to teach each pupil in ways best suited to them individually. Provision for pupils' personal development is outstanding and as a result, pupils have greatly improved their attitudes to learning and behaviour. They have an excellent understanding of how to keep themselves fit, healthy and safe. While the attendance of most pupils has improved, a few pupils have persistently poor attendance and do not achieve as well as they should. Pupils receive outstanding care, support and guidance. Links with parents are good and those with other professionals excellent. The number of pupils returning to mainstream education has increased with no pupils returning to the Centre for a second time. This is a good measure of success. The cost of educating each pupil is very high because of the complexity of the pupils' needs. Nevertheless, taking account of the Centre's effectiveness, value for money is good.

Grade: 2

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

- Raise achievement further by improving the quality of teaching particularly in catering for the different ways in which pupils learn.
- Continue to work with parents, carers and other professionals to improve attendance.

3.36 City of Leeds (Central Leeds Federation)

3.36.1 Although the inspection has taken place, the report has not yet been published.

3.37 Crawshaw School (January 2006)

3.37.1 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 reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to: achievement and standards, teaching, learning, assessment and leadership and management.

3.37.2 In the aftermath of a serious fire in 2001 the school has recovered well. The headteacher, supported by his senior management team, has successfully led the school through years of turmoil caused by major building work. There is much to be proud of, including an impressive new school building providing a much improved environment for all students and newly acquired specialist college status in humanities.

3.37.3 The school judges itself as good. However, inspectors judge overall effectiveness as inadequate. Standards are broadly in line with national averages but from average prior attainment on entry, the progress that many students make, especially boys, is significantly below the national average. Actions taken to address key weaknesses have been slow to take effect. It is too early to assess the impact of specialist status on standards.

3.37.4 The overall quality of teaching and learning is inadequate. There are examples of good practice, but much of the teaching fails to engage all students and learning is sometimes subverted by poor behaviour. Assessment practices are inconsistent; too often students are given no indication of how well they are doing and what they need to do to improve. Some parents and students also identified these areas as a concern. Recently introduced review days to monitor progress, attended by students and their parents or carers, have been very well received.

3.37.5 Although inspectors recognised the many strengths of the school, leadership and management are judged to be inadequate because there has been insufficient focus on raising achievement and improving the quality of teaching and learning. Several of the issues from the previous inspection have been addressed but the pace of improvement has been slow in some areas, even when considering the past difficulties. Governors give good support to the school but they have been insufficiently challenging in key areas of raising achievement. The school provides satisfactory value for money and has the capacity to improve.

Grade: 4

3.37.6 *Effectiveness and efficiency of the sixth form*

Inspectors agree with the school's view that quality of provision in the sixth form is good. Overall performance in advanced subsidiary (AS) and general certificate of education advanced level (GCE A-level) has risen steadily over the last three years. Consortium arrangements have secured provision which is unusually wide for a school sixth form, not only in the number of subjects on offer, but in the range of sporting and extracurricular opportunities. Arrangements for induction are particularly good, while common timetables and dedicated transport render courses at each centre easy to access. Systems to track and monitor students' performance

are effective. Sixth form provision is well led and managed, both in the consortium and in the school itself. Students' views are systematically collected and analysed, and are strongly and consistently positive.

Grade: 2

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

- Raise the achievement of all students, in particular that of boys.
- Increase the proportion of good or better teaching by ensuring that it is focused on students' learning.
- Devise a wider range of strategies to promote students' personal development, including behaviour, and listen to their views.
- Ensure that the leadership and management of the school improve quality assurance arrangements to ensure a consistent and systematic approach to monitoring and evaluation of achievement and standards, teaching, learning and assessment.

3.38 **Guiseley School (May 2006)**

3.38.1 Inspectors agree with the school that it provides a good education for students. The school is well led and managed and the headteacher and senior leaders have a clear sense of purpose. They also have an accurate view of the school's strengths and weaknesses. Standards are well above average and students achieve well. However, achievement in science is not as good as that in English and mathematics. Achievement in the sixth form is good.

3.38.2 Students' personal development is good. They enjoy coming to school and behave well. They make an effective contribution to the school and the wider community, for example, through the active School Council and regular charity fundraising. Initiatives to improve teaching, learning and assessment have led to good teaching overall but the good practice is not yet consistent across all departments. Science and information and communication technology (ICT) are weaker subjects. Stronger departments include English, mathematics and design and technology.

3.38.3 The curriculum is good. It meets all learners' needs effectively and take-up of the wide range of extra-curricular activities is good. Care, guidance and support are good and make a valuable contribution to students' progress. The school has successfully tackled all key issues identified in the last inspection. Staff, parents', governors' and students' views contribute to the school's improvement planning. The school's evaluation of the effectiveness of improvements is not always sufficiently based on the students' performance. Target-setting systems for individual students are robust. However, senior leaders do not analyse the performance of students frequently enough to identify trends and take action where needed. New appointments and partnerships fostered by the school's specialist technology status have strengthened the school's capacity to improve. Governors know the school well and hold it to account effectively. The school provides good value for money.

Grade: 2

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

The sixth form provides a good education for its students. About two-thirds of Year

11 students stay into the sixth form, and over 90% continue their studies into Year 13. Standards are above average and students make good progress and enjoy sixth form life. Teaching is good overall with some outstanding examples of independent learning and self and peer assessment. Assessment is robust and integral to the good pastoral and academic support and guidance which students appreciate. The school cooperates with other sixth forms and makes imaginative use of technology to offer a broad curriculum of both academic and vocational subjects. The diverse aspirations of students are met increasingly effectively. Students participate actively in the wide range of enrichment activities including mentoring programmes which offer opportunities to take responsibility for others. The leadership and management of the sixth form are good. Rigorous systems are in place to ensure that students are well prepared for the next phase of their personal and academic development.

Grade: 2

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

- Raise the level of achievement in science and ICT
- Make management planning more effective by:
 - basing evaluation of effectiveness more on the outcomes for students; and
 - analysing trends in the performance of students more frequently and taking action on the findings.

3.39 **Hunslet Gate Centre (PRU) (May 2006)**

3.39.1 The Hunslet Gate Centre is a good unit that is moving forward at a considerable rate and has the capacity to continue to do so. Its previous designation as having serious weaknesses no longer applies. Students and parents speak very highly of the Centre and it is held in high esteem by headteachers and other professionals. Every student is valued and staff ensure all have equal opportunities to learn. Achievement is good overall, and is outstanding in mathematics, reading and speaking and listening. Equally, students make excellent progress in writing in English lessons, but this is not always the case when writing in other subjects. Teaching is good but teachers do not make sufficient use of targets in individual education plans (IEPs) when setting and marking work in subjects other than English and mathematics. This reduces students' rate of progress. The curriculum is satisfactory. It has many good features but careers education is an area for improvement. Furthermore, the building limits some activities, including outdoor breaks, sporting activities and the provision of hot meals. This affects students' chances to adopt healthy lifestyles. Good provision for personal development, alongside outstanding support, guidance and links with other professionals results in good behaviour and satisfactory attendance. In addition, it prepares students well for their return to mainstream schools and other appropriate provision. Leadership and management are good overall. That of the headteacher and acting teacher-in-charge is outstanding. Managers are mostly accurate in their evaluation of the unit's performance and their rigorous analysis of all aspects of the provision demonstrates an in-depth understanding of what the Centre does well and what needs to be improved. The cost of educating each student is high. However, taking account of the funding saved by keeping these complex and challenging students within the local authority, the Centre provides good value for money.

Grade: 2

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

- Improve marking and the use of IEP targets related to the development of writing skills in other subjects to match the excellent practice found in mathematics and English.
- Provide better quality careers education and better facilities to encourage the adoption of healthy lifestyles.

3.40 **Intake High School Arts College (January 2006)**

3.40.1 In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

3.40.2 The school has been transformed by the outstanding leadership of the headteacher. Staff at all levels share a clear vision and have been empowered by simplified systems and structures that have underpinned and accelerated school improvement. As a result, barriers to learning have been removed; the school provides a satisfactory education for its pupils and is improving. Standards achieved by pupils remain below the national average but have risen since the last inspection. Pupils make at least satisfactory progress because of improvements in the quality of teaching and behaviour management, although not all have developed the skills which enable them to achieve as well as they can. Teaching is satisfactory with an increasing proportion that is good or better. Specialist Arts College status has made a valuable contribution to raising standards; good practice has been shared between subjects and strong links established within the wider community to raise achievement in the Arts. Pupils' behaviour and attitudes are satisfactory; most behave well and enjoy their lessons, although a minority requires skilful management to keep on track. Pupils are well cared for and supported, and this encourages them to develop healthy lifestyles, work hard and to develop their self-confidence as learners. The curriculum is satisfactory and has been re-designed to suit pupils' needs. There are further plans to broaden the curriculum for Year 7 pupils and in the sixth form. Partnerships with parents are improving as the school communicates higher expectations of its pupils, who generally feel safe and are loyal towards their school.

3.40.3 Senior and middle managers know the strengths and weaknesses of the school and this has enabled them to make good progress in all of the areas requiring improvement, although attendance and punctuality rates remain too low. They have laid secure foundations for the future. Staff confidence has been re-built, morale is high and there is a strong team spirit. External support from the local authority and the school improvement partner is both supportive and challenging. The school provides satisfactory value for money and is well placed to improve further.

Grade: 3

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

The sixth form has continued to attract highly motivated students on to performing arts courses in recent years, although the curriculum is narrow and does not provide progression routes in a wide enough range of subjects. The school judges its overall effectiveness to be good and, based on available data, lesson observations, and discussion with students, inspectors agree with this assessment. Leadership of the sixth form is outstanding, and together with good teaching

secures outstanding achievement from a low baseline. Results at A level in 2005 show that students significantly exceeded targets based on their prior attainment. Retention rates are high and most students continue into further or higher education; students feel very well supported to make this transition, and regular tutorials ensure that they remain confident in their own developing skills. They feel that they have good opportunities to contribute to both the life of the school and the wider community, and very good opportunities to make their views heard and to find any help that they need.

Grade: 2

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

Raise standards by continuing to:

- embed the culture of learning and develop pupils' independent learning skills so that they achieve as well as they can
- implement a curriculum more suited to the needs of all pupils
- build on and reinforce good behaviour to promote pupils' personal development and well-being
- improve attendance and punctuality to school.

3.41 **Morley High School (May 2006)**

3.41.1 This is a satisfactory and improving school with many good features. It provides good value for money. The headteacher came to the school in 2003, at a time when standards and staff morale were in decline. In a short time he has been the key driver in moving the school forward and bringing about some significant change. For example, behaviour and attendance have improved and standards at Key Stage 4 are rising. The school judged its overall effectiveness as good. However, these improvements have not yet raised the standards and progress made by students to a level which is better than satisfactory.

3.41.2 The majority of students enter the school with attainment levels that are broadly in line with national averages. The overall standard of attainment and progress made by students across all year groups is now satisfactory. However, achievement and standards at Key Stage 3 are not yet high enough. The quality of lessons across the school is varied, but good overall. Not all teachers are consistently matching work or providing sufficient challenge to students of all abilities. Equally, not all teachers deliver exciting lessons. The curriculum is outstanding and provides both innovative courses for students' personal development and learning pathways from 14 to 19. The school has specialist technology status which has impacted on curriculum development, raised standards at Key Stage 4 and improved links with partners in the local community.

3.41.3 The care, guidance, support and personal development of students are all good. Behaviour is good and attendance rates are broadly in line with national averages. The overall leadership and management of the school are good. The senior leadership team and governors provide strong leadership and direction. The school's self-evaluation shows that it generally knows its strengths and weaknesses well and the inspectors agree with all but the effectiveness judgement. The governors are supportive of the school and know it well.

3.41.4 Responses from the parents' questionnaire show that they are impressed by the changes which have taken place and believe that the school is heading in the right direction. These are views endorsed by the inspection team. The school has addressed the issues from the previous inspection well. While there remain areas for improvement, the capacity for the school to improve further is very good.

Grade: 3

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

The many strengths and recent improvements in the sixth form have led the school to judge its effectiveness as good overall. However, these improvements have not yet had enough impact on the standards achieved and the progress made by students, which are satisfactory overall. Consequently, inspectors judge the sixth form to be satisfactory overall. Students of all abilities are welcomed into the sixth form providing they are prepared to work hard. Numbers have increased as a result of the excellent range of vocational and academic subjects on offer. Students now regard the sixth form as 'somewhere you go to succeed'. They are keen to work and value the support they receive from teachers: 'it's the teachers that make the subjects'. Leadership and management are consistently good as demonstrated by a clear, shared vision for getting the best deal for the students and the strong links with outside agencies.

Grade: 3

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

- Provide consistent challenge to students of all abilities to raise their standards and achievement in each key stage.
- Ensure that the liveliness and excitement of teaching seen in the best lessons are evident across the school.

3.42 Primrose High School (Central Leeds Federation) (March 2006)

3.42.1 Primrose High is a rapidly improving school providing a satisfactory standard of education and value for money. The school has recently federated with a nearby secondary school. The process towards the opening of the new building is being expertly and strategically guided by the executive headteacher. The head of school and senior leadership team work unstintingly towards raising levels of achievement and standards throughout the school. This level of management is still developing at the middle tier level. The school is receiving valuable support from both Education Leeds and Leeds local authority.

3.42.2 The school's federated status contributes significantly towards the provision for the students. Principally, the reciprocal opportunities this has created to offer alternative placements and increased learning opportunities for some students. The federation also offers training opportunities with its numerous partners for staff and students, particularly those in the sixth form.

3.42.3 Students have welcomed the recent changes in the school, noting the impact of the positive behaviour for learning (PBFL) initiative which has reduced exclusions and improved behaviour.

3.42.4 Students' attainment on entry is very low. Although test and examination results are low, they represent satisfactory progress. Students recently arrived in the

United Kingdom with early English language acquisition receive exemplary support and make a good start to their life in school.

3.42.5 The quality of teaching and learning is at least satisfactory, with elements of good and outstanding practice. There is a lack of consistency across the school so that rates of progress are variable. The curriculum is satisfactory in meeting the needs of the students and there are proposed imminent changes to enhance and enrich this provision.

3.42.6 The majority of parents responding to the questionnaire are satisfied with the work of the school.

3.42.7 The school has persevered through recent upheaval and successfully addressed the points for action from the last inspection. Much is done to improve attendance which remains stubbornly low. The school has a good capacity to improve.

Grade: 3

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

The school judges and inspectors agree that the effectiveness of the sixth form is good.

3.42.9 Standards are well below average in the sixth form, but students achieve well. The school builds courses for individuals, using good external links to supplement its narrow range of specialisms. Students are able to study at local colleges and, more recently, at the federation partnership school.

3.42.10 Through the school's federated status they foster strong links with local employers and organisations; for example St James' Hospital is able to offer a range of courses for sixth form students.

3.42.11 Students new to learning English are helped to exploit their high motivation effectively. Teaching and learning are good and students are well supported. They focus on their work, though they have too few opportunities for discussion, collaboration and independent learning. The curriculum is well matched to students' needs but the school has rightly identified the need to broaden the range of routes to appeal to a wider range of learners. The development of opportunities for enrichment is also a priority for the school. Sixth form students are able to offer support to younger students as translators or 'buddies.'

Grade: 2

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

Further raise standards throughout the school by:

- ensuring that the successful features of teaching, identified in monitoring, are implemented by all staff in order that quality of teaching is consistently good or better
- continuing to address the minor weakness in curriculum so that all students have the best possible opportunities to achieve
- maintaining and developing the existing good practice designed to improve attendance so that more students benefit from uninterrupted learning.

3.43 Pudsey Grangefield School (May 2006)

- 3.43.1 This is a popular, satisfactory and improving school with a strong capacity to continue to develop. It is well led by an innovative and clear sighted headteacher, supported by a dedicated senior management team and an effective governing body. The school deploys its managers effectively. Planning is coherent, plans are well executed and their results are carefully monitored. This underlies the school's very obvious success in managing improvement. Most middle managers are effective. Most teaching is at least satisfactory and it was good in more than half of those lessons seen. However, teachers do not generally make enough use of assessment information to be able to tailor all lessons to the individual needs of all students. Staff morale is high, and both parents and students are well satisfied with the quality of teaching, the curriculum and the wide range of extra-curricular activities.
- 3.43.2 The school's recent rise in GCSE standards indicates that students now make satisfactory progress when their attainment in Year 6 is compared with that in Year 11. Progress between Year 7 and Year 9 was poor in recent years but strenuous efforts have been made to improve teaching and the curriculum. Though further improvement is still needed in National Curriculum test results in Year 9, in the majority of lessons seen students in this age range were making at least satisfactory progress. This was confirmed by the students' work and the teachers' marking records.
- 3.43.3 Behaviour is usually good but a few badly behaved students occasionally hinder the progress of lessons. The school is striving hard and with some success to reduce this disruption. Recent improvements to the policy for behaviour need to be applied more consistently throughout the school. Students are well cared for and guided and they develop well in their time at Grangefield.
- 3.43.4 The school manages its complex building well though the accommodation leaves much to be desired. Resources have been improved to a satisfactory level generally, and they are now good for information and communication technology (ICT). This is a major impact of Grangefield's specialist school status. Financial management is sound and the school gives satisfactory value for money.
Grade: 3
- 3.43.5 ***Effectiveness and efficiency of the sixth form***
The school judges the sixth form to be satisfactory and inspectors agree.
- 3.43.6 The performance of students has improved significantly over recent years. Results in 2005 indicate that students made better progress than might be expected from their results in Year 11. Information on the progress of current sixth form students indicates that they will make at least the progress expected nationally. Limited opportunities exist for students to work with the degree of independence necessary at this level.
- 3.43.7 Consortium arrangements with two other local schools ensure that there is a wide range of courses available to students. The sixth form is well led and managed.
Grade: 3

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

- Raise standards of attainment further across all phases of the school.
- Improve the progress made by students, particularly during Key Stage 3.
- Improve the use of performance data on students' progress to tailor lessons better to meet individual needs.
- Embed behaviour policies so that they are understood, consistently applied and effective.

3.44 **St Mary's Catholic Comprehensive School, Menston (January 2006)**

3.44.1 St Mary's is a good school where a caring ethos provides a secure learning environment. The headteacher provides thoughtful and effective leadership within which sports college status has been clearly focused on improvement. Resources have been deployed carefully and match the school's improvement plan to raise achievement for all. Sixth form management is very good. The school provides good value for money. Parents are overwhelmingly supportive of the school and many have written at length to praise the efforts of individual teachers in supporting their children. Pupils are well cared for and are encouraged to contribute to the wider world. Staff and parents work together well and ensure above average attendance. The majority of teaching is good, and some is outstanding. Pupils enjoy their learning and achieve well. Standards in public examinations are very high and this also reflects good progress. Matters identified in the last inspection report have been addressed and improved, although limited progress in information and communication technology ICT provision remains an issue of concern. However, there has been well-considered and energetic attention to improvement in this area of the curriculum and the school is clear in its intention to ensure all pupils benefit from their entitlement to ICT.

3.44.2 The school is completing a rigorous self-review within each department. Strengths of that process reflect the school's ability to build on very good practice, and also to be open in identifying areas which need attention; these features contribute well to the school's undoubted capacity to improve. The school is well placed to move forward.

Grade: 2

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

The school judges effectiveness and efficiency of the sixth form to be good and inspectors agree. Teaching and learning are good and are sometimes outstanding. Students confirm that they enjoy their studies and that they are well supported both academically and personally.

3.44.4 The curriculum is satisfactory. In order to offer a selection of courses to meet the requirements and aspirations of its widening cohort of students, particularly for those students who do not benefit from studying traditional A levels, the school is involved in a growing collaboration with other local sixth forms. However, there are problems here, common to other schools, which mean that access to wider post 16 provision is not yet sufficiently utilised.

3.44.5 Leadership and management of the sixth form are very good. Students' progress is monitored and recorded well. Self evaluation is good with clearly identified strengths and weaknesses linked to actions needed to secure improvements. The

sixth form gives good value for money.

Grade: 2

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

- Ensure with some urgency that all pupils receive their entitlement to the full curriculum for ICT and citizenship.
- Monitor carefully the impact of the new curricular arrangements on the progress and achievement of all pupils.
- Building on the review of teaching and learning, look to raise the level of experience of pupils and students so that they grow as independent learners able to recognise and embrace creativity.
- Disseminate and permeate outstanding practice throughout the whole school.

3.45 **Wetherby High School (June 2006)**

3.45.1 Wetherby High judges itself to be a school which provides a satisfactory quality of education for its pupils and inspectors agree. It is a popular school with some elements of good practice in management and teaching and learning but there are also areas that require significant improvement to ensure consistently good practice. The school does not consult widely with parents and pupils or act upon their views but recognises the need to do so more in the future. Personal development and well-being are satisfactory and behaviour observed during the inspection was good, despite concerns expressed by a significant minority of parents. Care, guidance and support for pupils are satisfactory. Although pupils receive good pastoral support, not all pupils are supported sufficiently well with learning. This is because not all teachers make enough use of assessment information to plan lessons to meet the individual needs of pupils. The curriculum generally meets statutory requirements and the needs of learners. Although standards of attainment are slightly higher than the national average in Key Stages 3 and 4, achievement of pupils could be better in all phases. Through their monitoring of teaching, learning and achievement, most leaders and managers know where strengths and weaknesses in subject departments occur. The newly developing leadership team have the capacity to ensure that improvements made since the last inspection can be sustained and built upon. The evidence seen in the inspection shows that most pupils make at least satisfactory progress in lessons and that pupils are on track to achieve challenging targets. Technology college status has brought about improvements to teaching and learning resources, the curriculum and partnership working. The school provides satisfactory value for money.

Grade: 3

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

The school and inspectors judge this to be a satisfactory and improving sixth form. Students receive good advice when choosing courses and considering university entrance. Academic progress is tracked well and students are aware of their targets. The curriculum generally meets the needs of students but enrichment activities are insufficient. The accommodation does not meet the needs of mature learners, inhibiting independent study and social development. Students have responsibilities for younger pupils but activities are not always sustained. Standards are below average at advanced supplementary (AS) level and almost

average at advanced general certificate of education GCE A2 level. Achievement is satisfactory and there is a picture of improvement, particularly at A2 level. The school is aware of underachievement at AS level and recognises that some students' needs would have been better met with more vocational courses, which the school is pursuing for next year. Students say teaching is good and data supports satisfactory teaching overall, with very good teaching in some subjects. None was seen during the inspection because of examinations. Leadership and management are satisfactory and the head of sixth form has a clear agenda for further improvements.

Grade: 3

3.45.3 *What the school should do to improve further*

- raise levels of achievement across all phases of the school
- make more effective use of performance data to ensure that learners' individual needs are met
- continue to monitor the quality of management and teaching and learning so that consistently high quality can be achieved
- consult more widely with pupils and parents and consider their views as part of self-evaluation.

3.46 Wortley High School (February 2006)

3.46.1 Wortley High School is an improving school, which provides a satisfactory education for its pupils. Senior leaders understand the school's strengths and weaknesses. Decisive action to tackle low standards and underachievement has been taken. Pupils now make satisfactory progress, although weaknesses remain in the development of their basic skills.

3.46.2 The curriculum is well designed to meet pupils' needs. Achievement is now higher at Key Stage 4 in a wide range of subjects, although too few pupils achieve good passes in English and mathematics. The overall quality of teaching is satisfactory and is characterised by good features, although the pace of learning is uneven because pupils do not all have good work habits. Pupils' behaviour is satisfactory. However, the attitudes to learning and the behaviour of a small minority of pupils significantly hinder the learning of others. Pupils' personal development and well-being are satisfactory, whilst the care, guidance and support they receive are good.

3.46.3 Leadership and management are satisfactory. The two joint headteachers provide a strong steer for improvement. The impact of effective monitoring and evaluation means that senior and middle leaders have a clear and shared direction for future improvement. Targeted intervention strategies which are likely to raise standards are established, although the rigour with which these are evaluated is inconsistent. Governors understand the strengths and weaknesses of the school and hold it to account. Staff understand and share the commitment of leaders and managers; they work together as a team to make the changes necessary to bring about improvement. The school provides satisfactory value for money and has the capacity to improve further.

Grade: 3

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

Inspectors agree with the school that the sixth form, including its leadership and management, is satisfactory. Students enjoy a curriculum which is supported by a partnership with neighbouring schools to meet a broad range of needs. They appreciate good guidance and support to help them to mature as individuals. Students value supportive relationships with staff. The quality of teaching is satisfactory. Students are guided appropriately to help them develop their study skills and make satisfactory progress. An increasing number of students progress through to Year 13 and teachers work hard to ensure that students embark on courses that are suitable. The school recognises the need to provide more Level 1 courses, to meet the needs of some students who now leave at the end of Year 11. A high proportion of students pursue courses in higher education after leaving school. Standards improved in 2005 and most students met or exceeded their targets. The regular tracking of pupils' progress identifies underachievement and additional student support is provided to help them improve further. Students have opportunities to contribute to the life of the school community; for example, in mentoring younger pupils and team-building exercises to build self-confidence and the skills that will prepare them for life beyond school.

Grade: 3

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

Focus on raising standards and achievement by:

- ensuring that the tracking of pupils' progress towards achieving their targets is rigorous and consistent and leads to improved standards, particularly in English, mathematics and science
- improving the pupils' attitudes to learning and the behaviour of a small minority who significantly hinder the learning of others.

4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

4.1 The Education Leeds School Improvement Policy has been re-written and has taken account of the new Ofsted framework. A new system of categorising schools shows the contribution that schools can make in partnership, and establishes priorities for support and intervention. These new partnerships are being negotiated with schools and all schools will be working with a new category by October 2006.

5.0 LEGAL AND RESOURCE IMPLICATIONS

5.1 The increased emphasis on achievement, including the progress made by pupils in higher attaining schools and the close scrutiny of the school's self-evaluation procedures, extends the risk from inspections to schools who formerly would have been judged as satisfactory or even good. The HMCI talks of 'raising the bar'. It will be important to maintain the support for schools to develop their self-evaluation and improve achievement. Nationally, about 10% of schools have been judged as inadequate.

6.0 CONCLUSIONS

6.1 The inspections since September have presented new and rigorous challenges to schools. Leeds schools overall have responded well. However, the expectations of inspectors have increased and Education Leeds will need to support schools in

continuing to improve achievement and self-evaluation.

7.0 RECOMMENDATIONS

7.1 The Board is asked to note the impact of the change in the inspection framework.