

SUBJECT: Annual Standards Report (Secondary)**ANNEX 2: OFSTED INSPECTION SUMMARIES****1. Allerton Grange School (March 2011)****1.1 Grade: 3**

This is a satisfactory but improving school with some notable strengths. The sixth form is good. At Key Stage 4, results have shown steady improvement in recent years. Attainment is broadly average compared with national figures, but standards are rising. Most groups of students are making satisfactory progress and this represents considerable improvement for some groups, especially those from minority ethnic backgrounds, who had underachieved in the past. There remains variation in the performance of subjects. Students' personal development is mainly satisfactory but the contribution made by students to the school and local community is good. Cultural development is also a strength. Attendance has improved as a result of targeted strategies and is now close to the national average, but the school recognises the need to improve it further.

1.2 Behaviour in lessons and around school is satisfactory. Exclusions have reduced substantially because of successful strategies to provide better for the needs of students whose circumstances may have made them vulnerable. Behaviour in lessons is closely linked with the quality of teaching which is variable both within and between departments. Overall, the quality of teaching is satisfactory. There are examples of good and outstanding practice. Action has been taken to address inadequate teaching, but this has not yet been eradicated and good practice is not yet the norm across the school. In the best lessons students displayed good attitudes to learning and made good progress. In weaker lessons behaviour management was less effective, the pace was slower, expectations were not high enough, or the range of teaching styles limited so that students were not well motivated, showed low-level inattention and progress was slower.

1.3 Assessment information is used at a whole-school level to set challenging targets and to prioritise support for individuals who are falling behind their peers, but it is inconsistently used in lesson planning. Not all teachers are paying sufficient attention to planning different activities that match the range of ability in the group and teachers are not sufficiently skilled at adapting their plans during the lesson in response to regular checks on what students are learning.

1.4 The curriculum has undergone some significant changes and it now meets the differing needs and aspirations of almost all students. Pathways for Key Stage 4 students have been reviewed and a new competence-based curriculum has been introduced in early Key Stage 3. Care, guidance and support arrangements have undergone radical changes and are now outstanding. The commitment shown to meeting the very diverse

needs of students including those facing significant barriers to learning is paying dividends in the improving achievement of different groups. These changes demonstrate that school self-evaluation is effective and is used well to guide strategic planning and also to implement necessary changes. The headteacher has clearly elucidated his vision for the school. He provides strong leadership and has shown determination in guiding improvements by developing and strengthening leadership and management at all levels within the school. The senior team understands the school's strengths and areas needing development, and is tackling these with success. Community cohesion is outstanding. The school draws on its diversity to create a community where students and adults show tolerance and consideration. The school is improving well and demonstrates good capacity for further improvement.

1.5 About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Improve the quality of teaching so that more of it is good and outstanding by:

- improving the consistency of classroom behaviour management
- further developing strategies to raise aspirations and improve attitudes to learning
- raising expectations and ensuring that learning outcomes are explicit and sufficiently demanding for all students
- improving punctuality to lessons and ensuring that lessons proceed at a rapid pace
- further developing the range of teaching styles employed to better meet the diverse needs of all students.

Make better use of assessment data in planning and delivering lessons to ensure that teaching is suitably challenging and meets the needs of students of the full range of different abilities.

Continue to work to improve attendance, including attendance in the sixth form, by:

- refining and developing existing strategies to promote high attendance
- continuing with the range of strategies already in place to tackle absence, especially that of persistent absentees.

2. **Benton Park School (January 2011)**

2.1 **Grade: 3**

Benton Park provides its students with a satisfactory and improving quality of education. It has a number of strengths including the good curriculum and the high standard of care and support students receive throughout the school. The outstanding sixth form provision brings out the very best skills and personal qualities in the young people who attend it.

2.2 Students generally enter Benton Park with standards that are slightly above average. Their attainment at the end of Key Stage 4 in most years has been high, representing

satisfactory progress given their starting points. However, students' attainment at the end of Year 11 in 2010 dipped sharply because students did not make the progress expected of them. The proportion of students achieving five or more GCSE or equivalent qualifications, including English and mathematics, fell to broadly average whereas it had been high in 2008 and 2009. This dip in school performance can largely be accounted for by staffing difficulties experienced in some subjects and a curriculum offer that did not fully meet the needs of this group of students. These issues have now been resolved and internal data suggests that students throughout the school are currently on track to achieve their targets and are making satisfactory progress. Students with special educational needs and/or disabilities are making similar progress to their peers.

2.3 Teaching is satisfactory overall. While there is some good and occasionally outstanding teaching especially in the sixth form, it is not consistently good enough throughout the school to enable all students to make the best progress they can. Teaching assistants are not always deployed effectively. The pace of learning in lessons is frequently pedestrian. This is because teachers do not always use assessment information well enough to plan work that provides appropriate levels of challenge for students. The quality and frequency of written feedback is too variable. Teachers' comments do not always explain to students what they need to do next to achieve their targets or set out clearly how they can improve their work.

2.4 The headteacher and governors demonstrate an accurate and perceptive understanding of the strengths and weaknesses in the school. They have tackled previous underperformance with determination and rigour. The development plan is accurate, well-structured and appropriate. Some systems and procedures that underpin it are yet to become firmly embedded. The team of leaders and managers has been restructured resulting in clearer lines of accountability, and a renewed sense of urgency. Several new posts have increased capacity and resulted in more rigorous financial management, improved assessment and tracking systems and strengthened behaviour support and pastoral care. Consequently, the school demonstrates it has good capacity for sustained improvement and provides satisfactory value for money.

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

Improve the quality of teaching and learning in the main school and the sixth form so that it is consistently good or better by:

- using assessment information to plan activities that are well matched to students abilities and meets their needs and interests
- sharing existing good practice effectively
- reviewing the use of support assistants in lessons so as to maximise their impact on students' learning and progress
- improving the consistency and rigour of marking to ensure that written feedback lets students know how they can improve their work further.
- Ensure all students make better progress by:
- sharpening and strengthening the systems and procedures used by senior and middle leaders to monitor the quality of teaching and learning
- regularly and consistently monitoring, reviewing and evaluating actions to ensure that they have the maximum impact on outcomes for students.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

3. Bruntcliffe School (January 2011)

3.1 Grade: 3

Bruntcliffe School provides a satisfactory education for its students. Despite having many strengths, especially the care provided for students and the way they contribute to the school and the wider community, there are also important areas that need further improvement and currently the school's value for money is satisfactory. The headteacher and senior leaders provide a vision for the school which is clearly focused on enabling students to succeed in adult life and to raise their aspirations and ambitions. Improvements in the curriculum, especially the enterprise opportunities linked particularly with external partners and the school's specialism, are ensuring a personalised approach to students' choice of subjects which ensures that more are engaged in learning. As a result, attendance is beginning to improve and persistent absenteeism is declining. Standards in English and mathematics remain significantly below average and are not improving at the same rate as in other subjects. Students' progress in English and mathematics is hampered particularly by boys' low starting points in reading. Developments since the last inspection have been slow to manifest themselves and are only just beginning to show improvement, especially in the important areas of attendance and standards in English and mathematics. Suitable support and interventions are provided for students, using information about their progress gained from the school's effective tracking system.

3.2 Senior and middle leaders monitor lessons regularly, know the students well and identify clearly the strengths and weaknesses in lessons. However, they have not managed to raise standards in some areas and overcome inconsistencies, for example in the quality of teaching and learning. Bruntcliffe possesses pockets of excellent teaching, but the quality of teaching and marking remains uneven. Not all teachers are equally skilled in drawing on data about students' prior attainment and progress and using this to plan their lessons and design activities that are tailored to the full range of abilities.

3.3 Students' welfare and care feature prominently on the leadership's agenda, although leaders' view of the school is, at times, more positive than that found by inspectors. While development plans, both for the whole school and those written by middle leaders, are comprehensive, the actions indicated are not precisely linked to the effect they will have on students' achievements. Notwithstanding the impressive improvements, especially in the pastoral care and curriculum choices afforded to students, the limited progress made in the key areas of raising attainment in English and mathematics combined with inconsistencies in the quality of teaching and learning indicate that there is satisfactory capacity to improve.

3.4 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

3.5 What the school should do to improve further

Raise standards and student progress in English and mathematics.

Improve the quality and consistency of teaching and learning by:

- planning lessons that use available data about students' progress so that they

provide suitable pace and challenge and are matched closely to differing needs and capabilities of all students

- completing marking regularly, and ensuring that it is of high quality so that students know how to take the next steps to improve their learning.

Improve the quality of leadership and management at all levels ensuring that:

- the purpose of proposed actions is explicitly stated and success criteria is expressed in terms of their intended impact
- all actions and strategies are evaluated more accurately in terms of their impact on improving outcomes for all students
- implementing more precise and demanding timescales and deadlines.
- Maintain the focus on improving students' attendance so that their absence does not adversely affect their learning and progress.

14. The KS3 Pupil Referral Unit Burley Park Centre (November 2011)

14.1 Grade: 2

Burley Park Centre is a good pupil referral unit. The good standard of care, guidance and support and the success with which pupils' behavioural and learning needs are met enable them to make good progress, both personally and academically. Parents' and carers' views are reflected well in the comment: 'Since attending Burley Park my child's behaviour has improved at home as well as at school'.

14.2 Self-evaluation of the unit's effectiveness is accurate. The leadership team has high expectations of what pupils can achieve and delivers the quality of provision necessary for them to do well. Because school staff are so good at supporting the complex behavioural needs of pupils, barriers to their learning are minimised and pupils achieve well. The unit has made good progress since the previous inspection, sustaining its good levels of provision and making improvements in several areas. For example, pupils' attendance has continued to rise year on year. Support staff are now effectively deployed in all classrooms and making a strong contribution to pupils' learning. This continued level of improvement demonstrates clearly that the unit has a good capacity to improve further.

14.3 Many of the pupils arriving at the unit have lower-than-average attainment because of significant gaps in their learning. As their self-esteem grows within the nurturing environment of the unit, they re-engage with learning and attainment rises overall. The majority of pupils say they enjoy school and are clear about how to stay healthy and safe. Behaviour is good overall because the majority of pupils learn how to control their emotions and make the right choices. As a result, of effective transition arrangements, pupils are satisfactorily prepared for a return to mainstream school or alternative provision. Attendance is broadly average and improves significantly for many pupils when they join the unit.

14.4 The majority of teaching is based on good subject knowledge and an accurate assessment of pupils' needs and, as result, all groups of pupils make equally good progress. However, the marking of pupils' books is inconsistent across the provision and pupils are not always given advice on how to improve their work. The quality of teachers' planning for learning is good in the majority of lessons and subject areas. However, in some English lessons planning is insufficiently focused because

assessment data are not used sufficiently well. Consequently, learning does not match the needs of all pupils and less progress is made. The curriculum is good. It is closely tailored to meet the needs of each pupil and offers a range of exciting enrichment activities.

14.5 What the school should do to improve further

- Improve overall achievement in English by ensuring assessment data are used effectively to plan for the individual needs of each pupil.
- Ensure all pupils' work is marked consistently so that individuals are clear about how to improve

4. Carr Manor High School (October 2011)

4.1 Grade: 2

Carr Manor High School is a good and improving school. Several aspects of its work are outstanding. The quality of care, guidance and support provided for all students is exceptional and the school has created a safe and caring environment which promotes students' academic and personal development extremely well. As a result, the school is increasingly living up to its central themes, which are to 'know our children well', 'be partners in learning', and 'enjoy and achieve'. Parents and carers are overwhelmingly supportive of the school. One parent reflected the views of the vast majority who responded to the questionnaire, with the words 'Carr Manor is a very welcoming and caring environment'.

4.2 Achievement is good and it is improving. Since the previous inspection, results in national examinations at the end of Key Stage 4 have shown that attainment has risen. Although the proportions of students gaining at least a grade C in English and in mathematics at GCSE are still below the national average, they are improving year on year and the gap between the school's results and the national average is closing rapidly. As a result, the proportion of students gaining five A* to C grades including English and mathematics at GCSE is also improving markedly. Accurate systems for monitoring progress and attainment are in place and current analysis of students' academic performance indicates that more students are on track to achieve their targets and that results at GCSE may improve again in 2012. However, many students have poor literacy skills and this affects their progress. The school recognises the importance of developing students' literacy skills, but its actions to improve them across the curriculum lack a structured approach which is followed consistently.

4.3 Outstanding pastoral care and safeguarding procedures help to ensure that students are safe and well looked after. The well-developed and imaginative coaching system provides highly effective support for all students, not least those who are potentially vulnerable and whose behaviour might otherwise exclude them from education and examination success. The school uses its specialist status well and its work with a wide range of partners to improve outcomes for all students is outstanding. The effectiveness of its actions to promote community cohesion is also outstanding, as is the development of students' spiritual, moral, social and cultural development, the promotion of equal opportunity and the tackling of discrimination. Behaviour is good in lessons and around school. Students are respectful and courteous to each other and staff and the school is an extremely harmonious place in which to work and study. Students' attendance has been low. However, a range of strategies is having a positive impact and attendance is improving rapidly.

4.4 The quality of teaching and learning is good. The best learning occurs in lessons when teachers encourage students to develop as independent learners. In those lessons, students make good progress because learning is challenging, it captures their interest, and work set is matched to individual students' needs and academic targets. In the lessons where least progress is made, teaching fails to engage the students sufficiently. There, the challenge is insufficient primarily because learning activities are not aligned closely enough to students' individual needs and academic targets.

4.5 Leadership and management are outstanding. The exceptional headteacher has provided a vision for the school which is focused clearly on equipping students with the skills and aspirations to succeed in adult life. He is supported most ably by a very competent governing body, very effective senior and middle leaders and by teaching and non-teaching staff, all of whom are focused on improving attainment and achievement and enhancing the life chances of all students. Self-evaluation is forensic in its level of rigour; it highlights strengths and identifies key priorities for school improvement. The focused work of senior leaders, the comprehensive programmes to support students in their academic and pastoral development, the rapidly improving picture in attainment and achievement, and the marked increase in students' attendance, combine to show that the school has outstanding capacity to sustain improvement.

4.6 **What the school should do to improve further**
Accelerate and consolidate students' achievement by:

- focusing on improving the literacy skills of all students' across the curriculum through a structured approach which is followed consistently
- creating more opportunities in lessons for all students to develop as independent learners
- ensuring that the good practice which exists in aligning learning activities closely to students' individual needs and academic targets is spread across the school
- improving students' attendance further.

5. Cockburn (November 2010)

5.1 Grade: 2

This is a good school. It has improved significantly over the last two years, despite the temporary arrangements for the school's leadership and the additional challenge of the school undergoing a major re-build and being totally refurbished. The school now has a permanent headteacher and deputy headteacher and other leadership roles have been streamlined to meet the school's needs. The school is aware of its strengths and weaknesses and self-evaluation is broadly accurate. It is therefore well placed to make the further improvements outlined in its carefully constructed development plan.

5.2 The school's specialist status in the arts is a major strength and its contribution has been recognised in the Artsmark Gold award. The specialist subjects of art, music, dance and drama make a big contribution to students' overall attainment. In addition, they provide a huge source of interest and excitement and help to motivate students and encourage them to enjoy their time in school. Students speak enthusiastically of the forthcoming production of West Side Story in which so many of them are involved.

5.3 Students are well known as individuals and the care, support and guidance provided for them is good. The school works closely in partnership with other agencies to care for those students who are vulnerable or likely to become disaffected. Arrangements for safeguarding are good so that students feel safe in school. Students' attendance continues to improve and is now close to the national average. Behaviour is good around the school and makes a positive contribution to learning in a large majority of lessons.

5.4 Students' progress is good and improving strongly but there are some variations between different groups. Pupils with special educational needs and/or disabilities are well supported in lessons and make progress that matches that of others in their class. However, students of higher ability, both boys and girls in both key stages, make outstanding progress while the progress of lower-ability students although good, is less impressive. In lower attaining groups, the good progress indicated by test and examination results is occasionally not fully reflected in students' learning in lessons. Although the quality of teaching is good overall, teachers are not always successful in maintaining the interest and concentration of lower-ability students. Other factors, in addition to the teaching in lessons, make a strong contribution to students' longer-term progress. A good curriculum, including carefully chosen courses, gives students a wide range of opportunities to gain qualifications. Students and their parents value the many revision classes that prepare students effectively for examinations.

5.5 As a result of their good progress, some aspects of students' attainment in some subjects, particularly in the various BTEC courses, is above average by the time they leave the school. Nevertheless, attainment is low overall, because examination results in English and mathematics are significantly below average. As these subjects are widely seen as important in gaining employment, students' preparation for their future working lives is satisfactory, despite some good vocational opportunities. The good progress that students make overall, together with the outstanding progress of higher-ability students and a very strong trend of improvement in progress, indicates that students' achievement is good.

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

Raise attainment in English and mathematics by:

- extending the work to improve students' literacy skills across the curriculum;
- increasing the links with primary schools in order to help raise attainment in literacy and numeracy when students arrive in Year 7.

Improve the progress made by lower-attaining students so that it matches that of higher attainers by:

- ensuring that teachers expect more from lower attainers and always engage them fully in their learning
- using the good practice from the school's specialist subjects, where lower attaining students are particularly successful, in order to improve teaching in other subjects.

6. **Elmete Wood BESD SILC (May 2011)**

6.1 **Grade: 4**

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector 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 students' attendance and behaviour.

6.2 The unacceptably high levels of incidents of aggression and violence and of exclusions are clear indications that behaviour is inadequate although it is often better than this during lessons. Despite this, students say that they generally feel safe in school, because they have good working relationships with the staff and are confident that help is always available should they need it. The arrangements for care, guidance and support are inadequate overall because they are not currently promoting good behaviour and attendance well enough. Rates of attendance are low and too many students attend only infrequently. Any prospects of a productive working life and economic security are reduced for a significant proportion of students, for example, because work experience placements are only possible for those who demonstrate responsible behaviour.

6.3 A local authority review identified the aspects of the school that are most in need of improvement. Leaders have built on this work, with accurate evaluations pinpointing further developments needed. Detailed and suitable plans have been established and a number of important steps taken. For instance, the executive headteacher has introduced revised systems that encourage and reward good behaviour and regular attendance. However, not enough time has elapsed for these actions to have a measurable impact on behaviour and attendance. Leaders have proven ability in bringing about improvement, seen particularly in the influence their work has had on students' attainment and progress where the improving trend is clear and sustained. Leadership responsibilities are spread increasingly widely and more leaders now take the initiative to drive forward developments. All this provides compelling evidence of the school's satisfactory capacity for continued improvement.

6.4 When they join the school, the levels at which students are working are typically far below those expected for their ages. Initially, they lack the attributes of successful learners and have to develop skills such as following instructions and taking turns. Although attainment is low by the end of Year 11 it is rising year on year, as seen in students' increasing success in GCSE examinations and other accredited courses. Students' progress is accelerating quickly, in line with improvements in the quality of teaching. Unsurprisingly, progress is most rapid where teaching is best but it is satisfactory overall because there remains a core of teaching that is satisfactory, rather than good or better.

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

- Raise levels of attendance by:
 - establishing clear roles and responsibilities for improving attendance and reducing persistent absence
 - setting targets for individual students to improve their attendance, and tracking their progress towards these targets, and for this to be done in conjunction with students, parents, carers and staff
 - working collaboratively with parents, carers and other partners.
- Ensure the standard of students' behaviour is at least satisfactory by:

- embedding the newly revised system for encouraging and rewarding good behaviour
- ensuring that each student's targets for behaviour form an integral part of their individual learning plan
- working with parents and carers to achieve consistency of approaches to improving behaviour.
- Ensure that all teaching is good or better by:
 - including in all lessons varied activities, especially practical tasks and opportunities for students to work independently
 - consistently challenging all students to work at the highest levels of which they are capable.

7. Farnley Park Maths & Computing College (June 2011)

7.1 Grade: 3

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. There have been far-reaching and rapid changes since the last inspection in 2010 that have resulted in significant improvements in the quality of teaching. The teaching observed during the inspection was predominantly good and some was outstanding. This outcome is the result of concerted, well-targeted and rigorously pursued actions carried out by leaders and managers, aided by the governing body, and the diligent efforts of the staff, who have implemented the changes thoroughly.

- 7.2 The inspectors found many examples of interesting and challenging activities in lessons, including, for example, coordinated work in science and geography studying the Japanese tsunami, including learning about plate tectonics, which enabled the students to develop an excellent understanding of the causes and effects of this natural disaster. The students are provided with high-quality feedback on their work and the teachers use a good range of effective methods to involve the students in reflecting on and understanding what they have learned. The teachers provide precise comments when they mark the students' work. The school has placed greater emphasis on developing students' literacy and numeracy skills across the curriculum than it did previously and this is reflected in lesson planning and the teaching observed in different subjects. The provision for literacy is now good and satisfactory for numeracy.
- 7.3 The improvements in the quality of teaching have been supported very well by improvements in the management of students' behaviour and, consequently, in the behaviour of the students. The data on exclusions, on the use of the school's sanctions and on behaviour in lessons show marked and rapid improvements. The responses in questionnaires completed for the inspection by the staff and the parents and carers indicate that, for both groups, a very large majority believes that the students' behaviour is managed well. The inspectors observed the teachers applying the school's procedures consistently.
- 7.4 The students make satisfactory progress overall from their starting points to the end of Key Stage 4. This is the case also for students with special educational needs and/or disabilities. The evidence from the lesson observations and from the school's high-quality and comprehensive data indicates that, increasingly, students are making good progress. There remains a legacy of underachievement and examination results at the end of Key Stage 4 have been low, but the students' attainment is now broadly average

overall. In the areas where it was still below average in 2010, such as English and mathematics, it is improving at a rate significantly faster than nationally.

- 7.5 The school has focused relentlessly and necessarily on increasing students' progress and raising their attainment. It has since the last inspection, placed less emphasis on other student outcomes, although these are still satisfactory. Historically, attendance at the school has been low. Carefully considered actions taken by the school have improved attendance so that currently it is broadly average. The school has been highly successful in reducing the level of persistent absence significantly and rapidly, but it remains high. The school has given greater attention than previously to attendance matters in its work with the students, but has not yet secured a sufficiently sharp understanding amongst all students and their parents and carers of the importance of attendance to good learning and progress.
- 7.6 The school is astute in its evaluations of the quality of teaching, the curriculum and other aspects of its work. Its evaluations are based on comprehensive and diligently operated monitoring and reporting systems, which include the direct involvement of the governing body. The systems have been highly significant in bringing about the major and rapid improvements since the last inspection, through which the school has demonstrated good capacity to improve. The school has recognised the limited impact of its specialist status and is reviewing its options for the future, partly as a result of the opportunities afforded by the new accommodation being built currently. The students' involvement with their own and other communities is somewhat limited and the school does not analyse students' participation in community and other activities with the same thoroughness it applies to progress and attainment. As a result, the students' awareness and understanding generally of their own and other communities are no better than satisfactory. The sixth form provides a satisfactory education for the small number of students. The single biggest challenge for the sixth form remains its small size, which restricts the range of the curriculum.
- 7.7 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 7.8 **What the school should do to improve further**
- Provide greater opportunities for students to engage with their own community, both in school and locally, and other communities more widely.
 - Work more closely with the local community, including parents and carers particularly, to raise attendance levels, so that they are consistently at least average and reduce persistent absence to at least average levels.
 - Ensure that the sixth form curriculum is attractive to and meets the needs of more students.

8. Lawnswood School (June 2011)

8.1 Grade: 3

In accordance with section 13 (4) of the Education Act, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Good progress has been made in resolving the issues raised in the previous inspection and the school now provides its students with a satisfactory education.

- 8.2 The executive headteacher has secured improvement in many key aspects of school

life. Outcomes for students are satisfactory. Students' attainment, although low, is improving securely and rapidly. Students' behaviour has improved and is now satisfactory, allowing effective learning to take place in lessons. Students' learning and progress, as observed in lessons and through the data the school collects, are satisfactory and improving quickly. The school's use of assessment has improved. Teachers and leaders track students' progress more closely than at the time of the previous inspection and are able to intervene effectively to promote the students' achievement. The management of teaching and learning is good. Leaders have successfully improved the quality of teaching so that teaching is satisfactory overall. The school is aware that there are still a few pockets of weaker teaching and, at times, the level of challenge for more-able students is insufficient. However, inspectors saw many good lessons where students were engaged enthusiastically in learning.

- 8.3 The overall effectiveness of the sixth form is good and this remains a strength of the school. Students' achievement is good and there is a wide range of activities that promote their personal development.
- 8.4 The care, guidance and support provided for students has been strengthened and is now satisfactory, with some good features in how the school supports those students it considers to be potentially the most vulnerable. Pupils comment on how much the school has improved and say that they feel safe. Students' attendance remains below average, but is improving securely and the proportion of students who persistently do not attend school has fallen. The school meets current safeguarding requirements. Governance is satisfactory; the governing body holds the school to account more effectively than before.
- 8.5 The drive of the executive headteacher has ensured that, after a slow start on being placed into special measures, the pace of change over the last year has intensified. As a result, several aspects of the school's work that were previously inadequate have improved sharply and are now satisfactory. Reliable systems are in place to support this improving trend, such as the close tracking of students' progress and the arrangements for monitoring health and safety. The skills of both senior and middle leaders have developed effectively and, as a result, the school demonstrates it now has good capacity to sustain its improvement. Self-evaluation is strong and accurate. For example, leaders and managers have reviewed the curriculum and recommended changes for the future with a view to meeting better the range of needs of students in each lesson and thereby enhancing their enjoyment and achievement. The school has rightly focused thus far on raising attainment as a priority, but is now poised to consider also how best to promote students' personal development further and enhance those outcomes.
- 8.6 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 8.7 **What the school should do to improve further**
Raise attainment and accelerate progress further by:
- improving teaching so that all lessons engage students fully, including those who are more able
 - providing a curriculum that is more tailored in the classroom to meeting the full range of students' needs.
 - Improve attendance so that it is in line with the national average through

pursuing over a longer period of time the strategies and consistent approaches that have been adopted and which have shown positive impact and by promoting further students' enjoyment of school.

- Explore further opportunities to promote the personal development of students and improved related outcomes, for example, to enhance the ways in which students can make a positive contribution to school and community, to foster their creativity and independence in learning and to deepen their understanding of other cultures and religions.

9. Priesthorpe School (March 2011)

9.1 Grade: 3

Priesthorpe is a satisfactory school. It has many good or outstanding features and leaders and managers have brought about significant improvements to the outcomes for students. The school has been through a major re-building programme over the last two years but has continued to improve students' attainment throughout and kept the day-to-day management of the school running smoothly. This has been brought about by the commitment and determination of leaders and staff to ensuring that students' needs are met well by the curriculum and that they receive good quality personal and academic support. Parents and students appreciate this caring and inclusive ethos, and the support for learning. One student, typical of many, stated 'We all feel part of the school'.

- 9.2 Examination results in 2010 showed that students' attainment overall has risen considerably. For example, GCSE A* to C results have improved from 53% in 2007 to 75% in 2010, and results including English and mathematics have also improved significantly to just above the national average. Students' progress overall is satisfactory from their broadly average starting points in Year 7. However, too few students make the progress expected of them in mathematics. Achievement in the sixth form is satisfactory. The school recognises the need to raise standards at Key Stage 4 further, particularly in mathematics and science.
- 9.3 The quality of teaching and learning is satisfactory overall; behaviour in lessons is good and students are keen to do well. Students listen and follow advice, but as yet few are really independent learners. In too many lessons, assessment is not yet used effectively enough to plan work and activities that meet the needs and interests of all students. Students know their current levels and targets, but feedback from teachers does not always inform them exactly how to improve their work. The specialist status in sport has enhanced provision and the curriculum increasingly matches students' needs.
- 9.4 Students have an excellent understanding of how to lead healthy lifestyles as can be seen from their high rates of participation in sporting activities. They are involved in a range of leadership activities including the encouragement of healthy eating in local primary schools. They make a very positive contribution to the life of the school and its outreach to the local community: this work is based on an incisive analysis of need and the promotion of conflict resolution. Students' spiritual, moral, social and cultural development, fostered through their involvement in initiatives such as the Warrington Peace Foundation, is excellent.
- 9.5 The headteacher and senior staff have a clear vision for improvement. Data are used more effectively and challenging targets are set. Robust tracking and monitoring

systems are established. The school has set in place more rigorous monitoring and evaluating of its performance, but checks on the progress of its many new initiatives are not yet rigorous enough to ensure that they are implemented consistently across all departments. The school's capacity for sustained improvement is good because of the notable improvement in achievement over the last few years.

9.6 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve students' achievement further by raising attainment and accelerating progress, particularly in mathematics.
- Improve the quality of teaching and learning, including that in the sixth form, to at least good by:
 - developing and implementing whole-school practice which develops students' independent learning skills
 - ensuring that assessment information is used effectively to match work to students' abilities and learning needs
 - ensuring marking and feedback is consistent in enabling students to see clearly what they have done well and how it could be improved
 - securing greater rigour in the evaluation of teaching and learning at all management levels.

10. Pudsey Grangefield School (October 2011)

10.1 Grade: 2

This is a good school. There are areas of its work that are outstanding, particularly in how students are prepared for their future economic well-being and the extent to which students feel safe. Students are supportive of the school's work, making comments such as, 'There is always a caring adult to turn to if we need them'.

10.2 Achievement has been rising year on year, with students making good progress from their starting points in Year 7. In past years, they made slower progress in mathematics but due to the school's swift response in improving provision in mathematics, this is no longer the case. Students make good positive contributions to the school, and sixth-form students provide good role models for their younger peers. Information and communication technology (ICT) makes a significant contribution to the school and mathematics is now better placed to contribute as well. While students understand the importance of leading healthy lifestyles, some, although not the majority, take action to improve their health through the school's health-promotion strategies.

10.3 The quality of teaching and learning is good overall. Most teachers plan carefully and show good understanding of students' needs. However, there are some remaining inconsistencies which are preventing the quality of teaching and learning from rising to outstanding. The good curriculum is broad and balanced, being particularly well matched to students' needs in Key Stage 4.

10.4 Leaders and managers at all levels are fully involved in the process of self-evaluation

which is incisive, albeit occasionally generous in its evaluation of provision. School leaders monitor students' performance rigorously which leads to swift actions in remedying areas of underperformance. This has resulted in rising attainment, high attendance and significant improvements in mathematics. All the issues from the previous inspection have been addressed well. These factors illustrate well the school's good capacity to sustain its improvement.

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

- Improve the consistency and quality of teaching and learning so it becomes outstanding by:
 - matching work to students' differing needs with more precision
 - extending the range of questioning techniques used by teachers so students are better challenged
 - giving students very precise feedback on how they should improve their work and allowing them the time to reflect on the advice given
 - increasing the opportunities for students to work independently through such activities as group work, discussions and collaborative problem solving
 - sharing more effectively the outstanding practice that exists in some departments in the school.
- Ensure a greater number of students adopt healthy lifestyles by:
 - increasing the uptake of extra-curricular sports and health-related activities
 - discouraging students from bringing unhealthy food and drink into school.

11. **Ralph Thoresby School (January 2011)**

11.1 **Grade: 3**

Ralph Thoresby is a satisfactory and improving school, where students feel welcome and comment positively on the inclusive nature of the school. Staff have worked hard to improve the attainment and progress of students after a dip in results in 2009, particularly for some groups of students and some subjects. This has proved effective, with GCSE success rates showing a marked improvement in 2010. Modular results, end of course results for English and mathematics and school tracking data show that this improving trend has continued into 2011. The school is aware that further improvements are needed to ensure all groups of students fulfil their potential and achieve as well as possible across all subjects.

11.2 A strong factor supporting the improving trends are the developments in the curriculum at all stages and levels. These are ensuring that the different pathways and opportunities open to students better meet their individual needs and link effectively to the next step in their progression. The school has placed a strong focus on improving standards in teaching, particularly on eliminating unsatisfactory teaching, and has made some progress here. However, although there are examples of very good teaching, there is still variability in standards and a need to focus on meeting the differing learning need of individual students. There is also insufficient consistency of marking and assessment practice.

11.3 There are strong systems in place to care, support and guide students, particularly those whose circumstances have made them vulnerable. Students feel safe in school

and appreciate the efforts of staff to support them. Behaviour is improving but there are still some concerns about the small minority of students who do not meet the high expectation of the school. A number of key initiatives have had significant impact, for example, in reducing the percentage of persistent absentees and the number of students not in education, employment or training at the age of 16.

- 11.4 Developments in the sixth form, both in leadership and management and in the curriculum, have already had a positive impact on outcomes for students. Success rates, and the progress students make, improved strongly in 2010 after a dip in 2009. However, there is still variability across subjects and a number of changes have not yet had sufficient time to show their full impact.
- 11.5 Leaders and managers are working hard to develop a culture of high expectations and staff accountability at all levels. Partnership working is very strong, both in supporting students' well-being and in broadening their learning opportunities. The promotion of community cohesion is strong. The specialist status of the school is being used increasingly well to lead on aspects of staff development, partnerships and broadening learning opportunities. Leaders and managers effectively identify those areas requiring improvement and appropriate strategies are put in place to address them. Many of these already show positive impact, but in a number of cases it is too early to see their full effect. In some cases further work is needed to ensure consistency of application across all departments. The school has a satisfactory capacity to improve further.
- 11.6 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 11.7 **What the school should do to improve further**
- Further raise attainment and progress, especially in those subjects which have been underperforming, by ensuring improvement strategies are implemented effectively in all subjects and for all groups of students.
 - Strengthen students' learning by making sure that:
 - the work set by teachers in lessons is targeted to match students' differing capabilities
 - teachers provide constructive feedback to students on how they might improve.
 - Ensure monitoring is used effectively to improve the consistency of application of agreed procedures, such as those on the marking of students' work.

12. Swallow Hill Community College (January 2011)

12.1 Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector 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 students' attainment, progress, attendance and in the consistent use of assessment to inform students' learning in all lessons.

- 12.2 The amalgamation of two schools into one, bringing together two groups of students from distinct communities, the move to the new building, and significant turbulence in staffing had a particularly detrimental impact on outcomes for Year 11 students in summer 2010. As a consequence, the proportion attaining at least five good GCSE

passes, including English and mathematics, was well below the national average. Students made inadequate progress when taking into account their lower than average starting points on entry to their schools in Year 7.

- 12.3 Since summer 2010, school leaders have taken decisive action to improve matters. Root and branch changes have been made to senior leadership and middle management teams, the curriculum, teaching and assessment. Staffing has stabilised and the school has successfully recruited key staff, including those needed to teach English and mathematics, to help drive improvements. Current evidence indicates the majority of students are making satisfactory progress in their learning; some make good progress. Improvements to the identification of, and support for, students with special educational needs and/or disabilities has helped to ensure they make similar progress to their peers.
- 12.4 Teaching is satisfactory, including in the sixth form. An increasing proportion is good but it is not consistently good enough to ensure students catch up fully on the ground lost and make the best possible progress. In satisfactory lessons, teachers talk for too long, limiting opportunities for students to take responsibility for their learning, hone their speaking and collaborative skills, or work independently. Leaders have developed a good assessment system that tracks students' progress regularly and enables challenging individual targets to be set in all subjects. However, in spite of concerted action by senior leaders to raise aspirations, a few teachers still do not expect enough of the students. All students know their targets but not all teachers plan lessons that take full account of these, or students' different starting points. Targets are not always used to set learning objectives that challenge students fully, particularly those who are most-able. Middle leaders are developing their roles effectively but do not check that all teachers are using the assessment data well enough, or ensure consistently high quality marking and feedback. Students sometimes evaluate each others' work but teachers do not always check the accuracy of their judgements against the criteria determined, leading occasionally to confusion or celebration of inaccurate work.
- 12.5 Improvements to the curriculum, among other actions taken by leaders, are helping to increase students' attendance but rates remain low. Despite significant efforts, the number of students who are persistently absent remains high. The sixth form curriculum is also improving, as are attendance rates, but leaders are taking action to develop it further to ensure it meets the needs and interests of all students. In questionnaires, a minority of parents and carers, students and staff reported concerns about students' behaviour. Inspectors observed generally satisfactory and sometimes good behaviour in lessons and around school. Nevertheless, low-level disruptive behaviour affected learning in a few lessons and boisterous behaviour was observed in the corridors of the lower school site. This was in part due to inconsistent use of the school's behaviour management strategies.
- 12.6 School leaders and the governing body are working together well to drive improvement and are becoming more successful in this endeavour, as is evident in the improvements in the quality of teaching and in the better progress students are making. Improvements are built on accurate self-evaluation and clear plans that are evaluated tenaciously. Actions taken to develop a cohesive, inclusive school community are bearing fruit not least due to the good care, guidance and support provided. As a result of the improvements evident, leaders have satisfactory capacity for sustained improvement. However, value for money is inadequate because of the weaknesses identified.

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

- Accelerate students' progress in lessons, particularly for the most-able, by:
- ensuring greater consistency in teachers' use of assessment information to plan interesting tasks and activities, well-matched to students' different starting points and which successfully challenge them to improve further
- maximising opportunities for students to work with each other to develop collaborative, critical thinking, speaking and independent learning skills
- ensuring the school's marking policy is consistently applied to help all students understand how well they are doing and how to improve further
- ensuring rigour in teachers' evaluation of the effectiveness of students' peer-assessments so that judgements are discerning, accurate and helpful
- ensuring changes planned for the sixth form curriculum are delivered by summer 2012.
- Improve leadership and management by:
- challenging all teachers to have consistently high expectations of students
- holding all staff to account for the effective use of assessment information
- extending strategies to improve attendance and reduce the number of students who are absent for long periods
- ensuring consistent application of the school's behaviour management strategies.

13. **Teaching and Learning Centre (March 2011)**

13.1 **Grade: 3**

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The Teaching and Learning Centre is now providing its students with a satisfactory quality of education; students enjoy lessons, morale has improved and staff are working as one to take the school forward.

13.2 Two key strands in the school's improving profile are the good quality of care, guidance and support, and the complementary skills of the senior leaders. Leaders have been very effective in working with staff, parents, carers and outside agencies to ensure the school is not only a much safer place but also an environment conducive to learning. There has been a resulting swing in the school's culture from one of controlling behaviour and simply keeping students occupied to one of carefully planned teaching with an increasing focus on learning. There have been significant improvements to how the school assesses and records students' needs and then tracks and evaluates their progress.

13.3 Students' achievement and enjoyment are satisfactory. They are making steadier progress because the quality of teaching has improved, with the result that lessons are calmer and more interesting. However, due to sporadic attendance throughout their school lives, most students have significant gaps in their prior learning and standards are low. Many students have not acquired the necessary basic skills in literacy and numeracy and find recording their work a struggle. Targeted support programmes and a high level of adult help in classrooms are encouraging students to catch up and boosting their confidence. Approximately half of the teaching is satisfactory and half good.

- 13.4 The curriculum has improved and is now more suitable for the needs of students. Staff have worked hard to introduce four curricular pathways representing a range of study opportunities and styles. A key feature is that all students now follow an individual personalised learning programme. This is having a marked impact on the attitudes of students as they begin to see the relevance of their guided choices. As one student commented, 'my chances of getting on and obtaining a qualification are better here than when I was in mainstream'.
- 13.5 The students' attendance has improved from around 50% at the time of the last inspection to nearer 70% now. Attendance remains a concern, however, because too many students are missing days. There are a significant number of persistent non-attenders who are proving hard to engage.
- 13.6 The senior leaders' strategic planning for improvement, helped and supported by the local authority, has been first rate. The school's self-evaluation is accurate. Leaders have demonstrated a good capacity to sustain further improvement.
- 13.7 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 13.8 **What the school should do to improve further**
Increase the level of attendance by:
- building on the recent successful initiative, 'Turning the Curve'
 - ensuring that staff take every opportunity to explain carefully to students the imperative of good attendance so they understand its impact on their future prospects
 - ensuring that the curriculum is suitably tailored to the needs and interests of all students, particularly to the most hard-to-reach group of very poor attenders, including trialling provision closer to where they live.
 - Improve the quality of teaching so more of it is good or better by:
 - ensuring that the start to lessons captures the students' interest quickly and challenges them appropriately
 - broadening the range of learning styles available including independent, paired, small group and whole class activities
 - ensuring teachers identify gaps in students' basic skills in literacy and numeracy and, where necessary, work on these as part of the lesson.
 - Accelerate the rate of students' learning by:
 - developing aspects of literacy and numeracy across the curriculum
 - improving how students' work is recorded, marked and reflected upon, particularly in relation to advising students on next steps in their learning
 - encouraging students to take greater responsibility for their own learning.

15. Woodkirk Academy (January 2011)

15.1 Grade: 2

The educational experience students receive is good with some aspects that are truly

outstanding. This performance is testament to the vision of senior leaders, the hard work and commitment of staff, and students' positive attitudes to learning. The highly-committed headteacher, ably supported by a strong senior leadership team, have facilitated a resurgence in the fortunes of the underperforming sixth form and secured significant improvements in outcomes and provision in the main school, as well as tackling key issues from the previous inspection. The success of strategies including: the creation of an inclusive and aspirational ethos which the large majority of staff and students subscribe to; transforming the curriculum to increase choice and better match students' needs, interests and ambitions; refining approaches to teaching and assessment to promote better learning; more rigorous monitoring and evaluation of all aspects of the school's work; together with sharply-targeted intervention and support for students and accurate self-evaluation signifies the school's good capacity for sustained improvement

- 15.2 Overall, attainment is high and achievement is good. In 2010, 70% of students gained five or more grades A*-C at GCSE, including English and mathematics which is significantly above the national average. The attainment of minority ethnic heritage students is also high. There is room for improvement, however, in the proportion of students gaining the highest grades and students' success in certain humanities and vocational GCSE subjects. Students develop some excellent personal, social and work-based skills that will aid them in the future. Their spiritual, moral, social and cultural development is good. Good teaching, an effective curriculum and good care, guidance and support facilitate most students' good learning and progress. However, students known to be school action special educational needs, and those known to be eligible for free school meals made satisfactory rather than good progress. Provision inconsistencies account for the disparity in some students' learning and success in some subjects. The school misses opportunities to share the good practice that already exists to help remove these inconsistencies.
- 15.3 The overall effectiveness of the sixth form is satisfactory. Over the past couple of years, leaders and managers have taken decisive action to tackle underperformance, enhance the effectiveness of teaching on learning, strengthen student support services and extend the range of curriculum opportunities available. While these measures are showing signs of impact, work remains to be done if all students are to realise their potential fully.
- 15.4 Members of the governing body are committed, high-profile and robustly hold the school to account as well as offering it firm support to provide good value for money. Most parents and carers are happy with the school's work. Of the small minority that are not, inspectors investigated, and found the school was taking action to improve the quality of communications to ensure that all parents and carers feel their concerns and suggestions are taken account of.
- 15.5 **What the school should do to improve further**
 Improve students' academic achievement during their time in the sixth form so that their attainment rises and better reflects their capabilities by:
- ensuring the quality of teaching and learning is consistently good and provides all students, but particularly higher-attaining students, with a suitable level of challenge
 - increasing the consistency in subject performance so that all courses provide better value for money and enable more-able students to fully realise their

potential by gaining a higher number of A and A* grades.

Improve further the achievement of all students in the main school, but particularly students known to be school action special educational needs and those known to be eligible for free school meals, so that their attainment rises and a higher proportion of all groups of students gain the highest grades in examinations by:

- giving students greater opportunities to develop, apply and reinforce their learning across subjects
- ensuring learning and progress is at least good for these students in all subjects relative to their starting points and capabilities
- increasing the effectiveness of early identification and intervention strategies for students at risk of falling behind and enhancing the impact of support for those underperforming.

Building on the good practice that already exists in areas of the school to consolidate the impact of teaching on students' learning by:

- ensuring all staff consistently plan and deliver high-quality lessons which engage and challenge all students, informed by the wealth of assessment data the school collects
- sharing and embedding the most effective practice in the school.