

Inner West area Ofsted information

There are 18 schools in the inner west area, 2 secondary schools and 15 primary schools. Both secondary schools are sponsored academies.

1 school is rated as ‘outstanding’, 13 schools in the area are ‘good’, 3 schools are ‘satisfactory/requires improvement’. Swallow Hill Academy is yet to be inspected but as a maintained school was last rated as ‘satisfactory’.

St Barts, Stanningley, Valley View and Whitecote old framework. Swallow Hill – not inspected.

	Outstanding	Good	Requires Improvement	Inadequate
Achievement		9	3	
Quality of teaching		9	3	
Behaviour and safety		11	1	
Leadership and management	2	7	3	

	Achievement	Quality of teaching	Behaviour and safety	Leadership and management
School 1	Raise standards and accelerate pupils’ progress in writing and mathematics to match that in reading by: planning more opportunities for children in the Early Years Foundation Stage to practise their skills when working independently in the classroom and outdoors providing pupils with more opportunities to complete longer pieces of writing in interesting ways and using different styles	Improve the quality of teaching so that it is consistently good or better by: ensuring that lessons run at just the right speed and that no time is wasted setting work that helps pupils to learn well, especially the more able using different ways to make learning fun, for example, role play or working in groups ensuring that lessons allow pupils to add their ideas and to plan some of their	Improve attendance so that it is similar to schools nationally and to make sure that more pupils arrive at school on time.	Improve leadership and management further by: finding out how well new ways of working have been taken up by staff and what impact they are having on speeding up pupils’ progress developing the skills of middle leaders so that they play an active part in developing the curriculum

	giving pupils more chances to become faster at recalling number facts and providing opportunities to use these when solving problems.	learning providing more opportunities for pupils to practise their speaking skills through exciting activities such as drama making sure that pupils take notice of the teachers' marking, make corrections and use this information in their future work.		finding ways to seek parents' views about the school and using this as part of the school's development process.
School 2	Maintain the current improvements and raise pupils' achievement further by: devising and implementing a strategy for developing pupil's diction and speaking skills across the school raising expectations across the school for handwriting setting consistently high expectations for pupil's writing in English in all subjects removing inconsistencies in the quality of teaching by giving all pupils more scope to take responsibility for their learning setting even higher targets for pupils by ensuring leaders keep a close eye on pupils' attainment in comparison to national expectations.			
School 3	Increase the speed of progress in mathematics across the school so that an above average proportion of pupils make faster progress than expected nationally and reach the higher levels of attainment by end of Year 6 by: ensuring that all pupils can recall number facts quickly and use them confidently when solving problems giving pupils more opportunities to use and apply their mathematics skills more	Ensuring teaching is consistently good and there is more outstanding teaching by: setting more ambitious targets for pupils achievement by the end of Year 6 teaching in ways that maximise pupils' involvement in their learning at all times making sure that higher-attaining pupils always get work to do that provides sufficient challenge.		

	effectively in all curriculum subjects and developing their confidence in solving mathematical problems.			
School 4	Raise attainment in English, particularly in writing and for the boys by: providing more opportunities for pupils to practise their writing skills, including in other curriculum subjects making sure that all the boys are fully engaged in lessons providing more opportunities for pupils to respond to teachers' marking.	Improve the quality of provision in the nursery in order to accelerate children's progress to a consistently good rate by: ensuring activities have a clear learning purpose and that they match closely to children's varying learning needs making sure all adults question children's understanding effectively in order to identify their next steps more precisely providing children with more opportunities to practise their speaking and listening skills improving the rigour with which leaders, managers and the governing body monitor the quality of provision.		
School 5		Raise the quality of teaching to outstanding and increase the rate of pupils' progress, especially in writing, by making sure that teachers: provide pupils with work that is more stimulating and challenging so that a greater proportion achieve higher levels, especially in writing use information from assessments carefully so that the work set meets the needs and abilities of all pupils, especially the more-able have ample opportunities to observe outstanding practice in order to embed these skills into their own practice.		Improve leadership and governance in order to raise the performance of all pupils by: ensuring leaders make better use of available data to ensure all groups, especially the more-able pupils, progress equally well identifying fluctuations and trends in the achievement of different groups in order to implement changes where necessary.

School 6		<p>Continue to improve teaching and learning in order to raise pupils' attainment further by:</p> <ul style="list-style-type: none"> giving pupils more opportunities to share their ideas with each other before they put pen to paper ensuring calculation problems in mathematics are more closely linked to real-life situations ensuring pupils are given work which is consistently linked directly to their abilities and learning needs making sure teachers allow pupils to reflect on their learning at the end of lessons, where this is needed giving staff more opportunities to share best classroom practice across the school placing 'coaching' arrangements, through which staff are given advice on how to improve their classroom practice, on a more formal footing creating a more stimulating environment in the outdoor Reception area, to provide children with opportunities to extend their language and communication skills, including vocabulary, through imaginative play. 		<p>Improve the impact of leadership and governance on pupils' achievement by:</p> <ul style="list-style-type: none"> liaising more regularly with the increasing number of Nursery settings, in order to gain an even more accurate view of children's skills and knowledge on entry to the Reception class extending the links between the school and other schools in the locality, so that teachers can learn even more from each other ensuring that the governing body has a sharper awareness of the school's performance in all areas of its life, in order that it can challenge the leadership with the requisite rigour. <p>An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.</p>
School 7		<p>Eliminate inconsistencies in teaching and raise pupils' attainment in reading, writing and mathematics by:</p> <ul style="list-style-type: none"> encouraging pupils to answer questions fully and give them more opportunities to join in discussions 		

		<p>firmly establishing the links between letters and sounds to develop pupils' reading skills ensuring that work is set at the right level for pupils in every lesson.</p> <p>Improve the impact of development planning by making sure that the measures for success are closely linked to improvements in teaching and learning.</p>		
School 8		<p>Increase the proportion of outstanding teaching to raise standards and quicken the rate of pupils' progress even further by:</p> <ul style="list-style-type: none"> shortening the length of introductions in lessons so that pupils spend more time on investigating and finding things out for themselves setting even more demanding challenges for the most able pupils improving the marking of pupils' work so that easy to understand targets for improvement, in English and mathematics, are included as often as possible making sure that all pupils possess a firm understanding of how to reach the next level in their work increase opportunities for pupils to use and develop their skills of reading, writing and mathematics across the curriculum. 		
School 9	Raise pupils' attainment in mathematics in	Extend learning further in the Nursery		

	<p>Key Stage 2, by giving pupils more frequent opportunities to apply their mathematical skills to relevant, practical problems.</p>	<p>class by:</p> <ul style="list-style-type: none"> - improving the facilities in Nursery class to match the good quality resources in the Reception class so that children experience more stimulating activities - ensuring that all adults talk to children more about what they are doing, so that opportunities for maximising learning are not missed. <p>Ensure all pupils are clear about what they need to do to improve their learning by:</p> <p>building upon existing excellent practice, to make sure that all teachers use a consistent approach to marking ensuring that all Key Stage 2 pupils have suitably challenging medium- and long-term targets which set out the steps they need to take to reach the higher levels.</p>		
School 10	<p>Accelerate pupils' achievement in both English and mathematics to be at least good by:</p> <ul style="list-style-type: none"> - ensuring that the number of pupils achieving the higher levels in the end of year national tests is increased - providing more regular, focused opportunities for pupils to reinforce and practise their literacy and numeracy skills in all subjects of the curriculum. 	<p>Improve the quality of teaching and learning so that it is consistently good or better across the school by:</p> <ul style="list-style-type: none"> - providing pupils, especially the more able, with suitable tasks that are matched to their level of ability - ensuring teachers spend less time talking to the whole class to allow pupils more time to work by themselves - using the improved assessment systems more effectively to ensure that pupils receive work and activities which better support them in taking their next steps in learning. 		

		<p>Increase the impact that leaders at all levels have on pupils' attainment and progress by:</p> <ul style="list-style-type: none"> - checking that teachers are setting tasks that are matched to pupils' different levels of ability - ensuring that the checking of teaching performance is even more robust, consistent and systematically focused on pupil progress in lessons. 		
School 11		<p>Increase the proportion of teaching that is outstanding, in order to raise standards further across the school, by teachers:</p> <ul style="list-style-type: none"> giving pupils time to respond to feedback comments ensuring that pupils, who have understood their work, can move quickly to the next tasks. 		
School 12			<p>Minimise the impact of attempts, by a small minority of students, to disrupt learning in lessons by developing additional strategies to deal with the most persistent misbehaviour.</p>	

Primary outcomes

SCHOOL	Population Jan 2013					Vulnerable Groups Outcomes											
	NOR	IMD 10%	FSM	EAL	SEN	FSP	KS1	KS2									
						Attainment FSP	Attainment KS1	Attainment KS2	Progress KS2	Disadvantage d Pupils	EAL	SEN	Floor Standards		OFST ED	Attendance	
School 1	150	31	28.7	32.6	21.3												
School 2	208	60	53.6	11.7	22.7												
School3	250	22	35.6	7.2	25.6												
School 4	210	81	41.4	16.1	29.3												
School 5	174	22	33.3	40.8	9.8												
School 6	177	24	14.7	14.1	23.7												
School 7	406	23	14.0	7.9	13.3												
School 8	353	39	58.9	13.0	31.4												
School 9	190	48	31.6	16.0	17.3												
School 10	392	28	5.3	5.3	19.7												
School 11	429	65	55.2	55.2	17.3												
School 12	207	14	3.9	3.9	13.6												
School 13	193	13	3.2	3.2	19.8												
School 14	224	7	4.0	4.0	15.2												
School 15	386	37	13.2	13.2	16.0												
School 16	373	33	4.4	4.4	17.5												

Secondary outcomes

SCHOOL	Latest Census Data					KS4		KS5	Vulnerable Groups Outcomes			-	-
	NOR	IMD 10%	FSM	EAL	SEN	Attainment KS4	Progress KS4	Attainment KS5	Disadvantaged Pupils	EAL	SEN	OFSTED	Attendance
Secondary school 1	1089	30.9	37.0	3.7	23.3								
Secondary school 2	1203	46.8	40.8	22.1	26.8								

PRG and SRG summary headlines.

The most common theme from the WNW area PRG was around achievement and teaching and learning. Most schools that are judged as RI in the area are making progress with support from the LA. Leeds West Academy has received media attention recently around the sponsor E-ACT. The LA is working with the DfE and the school to secure the best sponsor for the school community.

Cluster headlines

- Children enter primary schools in the area with generally much lower than average levels of development and outcomes remain low at Key Stage 1.
- At Key Stage 2 all primary schools in the area achieve rates of progress which are in line with or exceeding rates of progress seen nationally, however attainment levels vary.
- Primary Attendance has improved significantly in recent years and is generally in line with or above national averages.

- Key Stage 4 attainment on the key 5+A*-C inc E&M measure has improved dramatically at Leeds West Academy (LWA) and is now close to the national average. Attainment on this measure at Swallow Hill CC (SHCC) has not seen significant improvement and remains below floor target. .
- Pupil progress at Secondary School 1 is variable, with overall Value Added being very positive, but with issues around expected progress in maths. Pupil progress at Secondary School 2 is very poor on all measures.
- Attendance rates are slightly below national average at Secondary school 1, but significantly below national at Secondary School 2. Secondary School 1 has significantly reduced the number of persistent absentees, while numbers of persistent absentees remain well above national averages at Secondary School 2. Numbers of fixed term exclusions at Secondary School 2 are significantly higher than at Secondary School 1, but numbers of permanent exclusions are more similar, with Secondary School 1 having the higher number.
- The prior attainment profiles of the current cohorts at SHCC are generally much lower than those of LWA. Estimates of future GCSE outcomes (based on pupils at each school making "normal" progress) are much lower at SHCC than at LWA.
- Levels of deprivation are similar at Secondary School 1 and Secondary School 2 (both well above average). Secondary School 2 has a much higher than average proportion of students with English as an additional language, with a large representation of students from Pakistani, Black African and Gypsy/Roma/Traveller heritages. Secondary School 1 has a much smaller, below average, proportions of students from BME and EAL backgrounds.