
REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: January 2010

SUBJECT: Annex 1: Ofsted Inspection Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

- 1 Burley Park Centre (July 2009)**
 - 1.1 Grade: 2**

The effectiveness of Burley Park Centre is good. It successfully re-engages pupils with education and enables them to move forward with their lives.
 - 1.2** Attainment on entry is generally low due to a variety of factors, such as pupils' learning difficulties, including the limited attention of some pupils; school time missed due to lengthy absences or exclusion; and some pupils' transient and troubled family backgrounds. However, pupils achieve well. Most make good progress and attain broadly average standards by the end of Key Stage 3.
 - 1.3** Pupils' personal development and well-being are good. Most pupils attend regularly. The centre is working hard and with some success at improving attendance, but the persistent non-attendance of a small group of pupils has a detrimental effect on their learning. Pupils' spiritual, moral, social and cultural development is good. Pupils say they appreciate what the centre does for them. They enjoy being involved in contributing to the running of the centre and appreciate how well staff listen and take account of their views; for example, in relation to extending lunchtime to allow pupils some leisure time.
 - 1.4** The committed staff are central to the good progress pupils make across their learning. Teaching and learning are good because teachers plan their lessons to ensure that the individual needs of all pupils are met. Teachers' calm yet purposeful approach towards all pupils plays an important part in improving pupils' behaviour and attitudes to school, as well as promoting good learning. However, some support assistants have not been trained sufficiently well to allow pupils to think carefully for themselves and complete their work independently. The curriculum is satisfactory. It is being further refined to become more skills based to enhance pupils' life skills. Enrichment is provided by indoor and outdoor activities at lunchtime and many visits and visitors, such as artists and break-dancers. These activities add to the pupils' enjoyment of school and extend their experiences and

personal skills, which, in turn, prepare them well for success beyond the centre.

- 1.5 The good level of care, guidance and support benefits pupils' overall development, not only while they are in the classroom, but in other areas of their lives. Reintegration is a strength of the centre so that a large number of pupils have a smooth transition back into mainstream education. Child protection and safeguarding are strong components of the care the centre gives its pupils. The young people make a good contribution to the wider community, for example, taking part in various charitable events.
- 1.6 Senior leaders are working hard to improve the centre and establish secure leadership after the staffing disruptions during the last year. After a turbulent time the centre has now settled down with a leadership and management team who are determined to succeed. A good, collaborative ethos is being developed, which is having a positive impact on staff morale. The management committee is supportive and carries out its duty well to hold the centre to account. The centre has made satisfactory progress since the last inspection bearing in mind the upheavals that have taken place over the last 12 months. At the present time it has satisfactory capacity to improve further
- 1.7 **What the school should do to improve further**
- Improve the attendance of those pupils who are persistently absent so that they are able to benefit from the centre's good provision.
 - Improve the consistency of support from teaching assistants so that all are successful in enabling pupils to think for themselves and become independent learners.

2 Lawnswood School (September 2009)

2.1 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 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.

Lawnswood has successfully developed some aspects of its work since the last inspection. For example, the addition of new courses and routes into post-16 education or training is helping to meet more students' needs. The introduction of a system to track students' progress has contributed to the improved achievement of targeted groups, such as African/Caribbean girls and Kashmiri Pakistani boys. Following a dip in standards in 2007, attainment improved in 2008 and the most recent examination results at Key Stage 4, although slightly lower, show that attainment remains broadly in line with average.

Nevertheless, the rate of students' progress is uneven, with progress at Key Stage 3 being slower than that at Key Stage 4. The quality of learning is often severely affected by students' poor behaviour. Staff do not always manage behaviour well in lessons, and this, when combined with weak planning and generally low expectations, leads to too many lessons being inadequate. A significant proportion of students have poor attitudes to learning and are

disrespectful to adults and to their peers, both in and out of lessons. Students do not always have an accurate perception of their own safety and occasionally behave in such a way as to put each other at risk of injury. The school's systems for ensuring that students remain safe are not always effective.

The school makes adequate, and sometimes good, provision for its most vulnerable students. However, too many of the students identified as having special educational needs and/or disabilities are not consistently provided with suitable work and support, and therefore do not always make the progress of which they are capable. Attendance rates, although improved since the last inspection, remain below average and this has a significant impact on outcomes for students. The school has implemented a number of strategies to improve attendance, but these have not been fully effective and too many students fail to attend regularly.

The school's specialist status has had a positive impact in some respects; for example, the school has met its Key Stage 4 targets for information and communication technology (ICT) for the last two years, and although attainment in mathematics declined significantly in 2009, increased numbers of students in the sixth form have chosen to study mathematics.

The sixth form is a strength of the school. It provides good-quality education for students. The effective leadership and management of the sixth form helps to ensure that students are supported well, both academically and personally, and outcomes for students are consistently good.

Leaders and managers have been too generous in evaluating many aspects of the school's work. The monitoring of teaching and learning, including the management of students' behaviour, has not been effective enough, and so the school's policies and procedures are not consistently applied by all staff. Behaviour and attendance were highlighted as areas for improvement at the time of the last inspection and too little progress has been made in addressing these weaknesses. Overall, improvement since the last inspection is inadequate: this, combined with the school's inaccurate view of its effectiveness, means that there is insufficient capacity for sustained improvement.

What the school should do to improve further

- Ensure that systems and procedures for the safeguarding of students are fully effective.
- Improve students' behaviour by ensuring consistent implementation of strategies for behaviour management across the school.
- Raise the quality of teaching by making sure that all staff have sufficiently high expectations of students and plan learning effectively.
- Improve attendance so it is at least in line with the national average

3 Rodillian School (June 2009)

3.1 Grade: 3

In accordance with section 13 (5) of the Education Act of 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- 3.2 Rodillian is a satisfactory school with some good features. The new headteacher is a strong leader with a clear vision for the school. He is very ably supported by governors, managers and staff and is transforming the school at a rapid pace. The headteacher took up post in June 2008 and a new senior leadership team has been appointed over the last year. Together they are working relentlessly to improve the education and life chances of the students and although standards remain below average, they are rising faster than the national average. Teaching, which was inadequate at the last inspection, is improving and is now satisfactory; behaviour has improved and is now good; and the quality of care, guidance and support has also improved and is good. Leadership and management are going from strength to strength and are now good. There is a new mood of optimism and a growing pride in the school. Most parents are supportive and very pleased with the way that the school is improving.
- 3.3 Improving students' achievement and standards is a major priority for the school. The percentage of students obtaining five or more high grade GCSEs at grades A* to C including English and mathematics went up from 19% in 2007 to 35% in 2008. The school's internal data and modular GCSE results indicate that a similar rise is expected this summer. The impact of the new curriculum in Year 10 will not show in external examination results until 2010 but internal school data show that it is already having a very positive effect on students' achievement. Students now make satisfactory progress across the school.
- 3.4 Much effort has gone into improving the quality of teaching. Vacancies have been filled, weak teaching has been addressed and the quality continues to improve as the impact of effective performance management and training is felt. Inspectors saw examples of outstanding lessons in which students were enthusiastic and played a full and active part in their learning. However, in other lessons students behaved well but were passive and not enjoying learning.
- 3.5 Behaviour has improved markedly and is good. The school has been successful in working with external agencies, students and their families to improve attendance. Good and improving care, guidance and support ensure that every student is increasingly well supported. Vulnerable students are very well cared for and they make good progress. Robust target setting and monitoring of students' progress alongside a good intervention programme are helping to improve standards and achievement.
- 3.6 The school's specialism makes a very good contribution to all aspects of its work. Teachers in the specialist subjects are often called upon to share good practice with colleagues at training events. Much of the work with local communities and primary schools is driven by the specialist team and the specialist subjects make a very valuable contribution to students' personal development.
- 3.7 Leadership and management are good. Managers at all levels are relatively new in post but they are having a very positive impact and show tremendous promise as their expertise continues to grow. Governance is outstanding. Governors have guided the school through challenging times and are playing an important role in its transformation. It is difficult to see how any more could have been done to move

the school forward in the time available. The school has good capacity to improve.

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

Grade: 3

Standards on entry to the sixth form are lower than average and standards reached in both Years 12 and 13 were below average in 2008 reflecting the legacy of inadequate provision. However, the work seen in lessons and reliable school data show a marked improvement and satisfactory achievement. Retention rates are high, helped by the new school building and facilities plus sixth formers' recognition of other recent improvements. They talk of enjoying the sixth form more recently and are more motivated because of closer monitoring of their academic progress and developing relationships with their personal tutors. Targets are known and are challenging. Students are satisfactorily prepared for their future economic well-being and receive sound careers advice. Sixth formers' personal development and well-being is satisfactory. Teaching and learning are satisfactory with examples of good or better practice, particularly in the specialist subjects where students are encouraged to develop as independent learners. However, too many lessons in the sixth form are no better than satisfactory because students show little enthusiasm and avoid full and purposeful engagement. The curriculum has developed since the last inspection and meets the needs and abilities of students, who speak well of performing arts subjects. Leadership and management of the sixth form are satisfactory. The recently appointed director is beginning to have a positive effect. He has a clear understanding of the strengths and weaknesses of the provision. Plans are in place to affect further improvements but it is too early to see the full impact of the changes.

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

- Raise standards so they are at least in line with national averages
- Ensure that teaching encourages independent learning and greater enjoyment in lessons.
- Maintain the pace of improvement and implement plans for the curriculum and sixth form.

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

4 Temple Moor High School Science College (September 2009)

4.1 **Grade: 3**

The school delivers a satisfactory quality of education and provides satisfactory value for money. This is clearly reflected in the mainly satisfactory impact of the school's provision on outcomes for student's over time. Within this adequate picture there are some good features. Equally, there are a number of issues that need addressing.

4.2 At present, the school is in a state of transition between the old and the new and this has impacted on the effectiveness and pace of school improvement. Since the previous inspection several members of senior management, including the principal, have left the school. In addition there has been a turnover of more than a fifth of teaching and support staff and significant on-going disruption, including loss of teaching rooms, as a result of the re-building of the school. To the school's

credit, against this backdrop of turbulence, senior leaders and other staff have maintained an even keel and continue to provide students with a suitable education overall and to tackle the areas for improvement highlighted by the previous inspection.

- 4.3 Students, including those with special educational needs and/or disabilities make satisfactory progress and the standards they attain are in line with national averages. This is confirmed when you consider that students' prior attainment on entry to the school is average and they go on to reach standards at the end of Year 11 that are also in line with national average. Standards and students' achievement have risen in each of the past three years and students' performance in English has been outstanding, while students' attainment in the specialist subject of science has been above the national average. A number of other subjects fail to add value, including the core subject of mathematics, where standards have lagged behind English. The school's results fell below their targets this year. However, inspection findings confirmed that students are currently making satisfactory progress.
- 4.4 The quality of teaching is satisfactory overall and is having a satisfactory impact on students' learning. Whilst there are pockets of good and very good practice there is too much inconsistency in the effectiveness of teaching, which is a limiting factor on students' progress. Positive aspects of teaching include the good and outstanding subject knowledge staff possess, which in the best lessons they use to maximum effect to develop students' knowledge and understanding, stimulate their enthusiasm and enable them to take responsibility for their own learning. Less successful aspects include a lack of challenge and a tendency to talk at, rather than fully involve students in their own learning.
- 4.5 Most students' behaviour is satisfactory. They feel safe and enjoy school. However, there is a 'hard core' minority of students who regularly present challenging behaviour and are not fully responding to the school's strategies to modify their behaviour. Students develop a good awareness of the benefits of adopting healthy lifestyles. There is also good evidence that students' social, mental and emotional health and well-being is effectively developed through the guidance programme and in partnership with a number of outside agencies. Students make a good contribution to the school and wider community. They know their rights and responsibilities and are active members of the school and year councils. They have been successful in securing improvements to school lunches and helped to formulate the anti-bullying policy. As sports leaders some students work with partner primary school pupils, including those from a neighbouring special school. Students are gaining a range of workplace and other skills that will contribute to their future economic well-being, such as involvement in enterprise activities, excellent literacy skills and the confidence to work independently and as part of a team. However, the impact is only satisfactory overall because of their below average numeracy skills, a high persistent absence rate and below average attendance.
- 4.6 Students' spiritual, moral, social and cultural development is currently satisfactory. There are attempts to broaden students' social horizons, celebrate cultural and religious diversity and raise their awareness of moral dilemmas: there are cultural exchanges abroad, groups, such as African drummers, come into school and students learn about the Holocaust and work with children from the neighbouring special school. Students' development is limited however, by the lack of a strong sense of common values across different societies and a lack of respect and/or

tolerance for others in some quarters. A good aspect of the school's work is the extent to which the curriculum meets students' needs. The care, guidance and support students receive are having a satisfactory impact. The school provides suitable pastoral care and emotional support for students, especially those who are vulnerable or who are at risk of disaffection, although there is a problem with levels of attendance and the number of exclusions, although falling, remains high. The 'Nurture' groups in Year 7 are effective and are helping students to settle quickly into school life.

4.7 The impact of leadership and management is satisfactory. The school's management structure has been re-designed and the senior team extended. In addition, substantial work has gone into ensuring staff are aware of the part they have to play in helping to move the school forward. This has resulted in a wider distribution of responsibility, increased accountability and greater clarity of purpose. At this stage it has not led to significantly improved outcomes for students or an improvement in the quality of provision. Governors are both supportive and challenging and fulfil their duties adequately. Statutory responsibilities are met and governors, through their participation in a range of sub-committees and attachment to faculties, are supporting the tackling of identified weaknesses and gaining an insight into the effectiveness of the school. Self-evaluation is broadly accurate although on occasion assessments are overly optimistic. The school's specialist status is contributing to the improvement process, particularly in supporting the introduction of advanced skills teachers into mathematics to accelerate students' learning. The school has satisfactory capacity for sustained improvement evidenced by its track record and the current indicators in terms of the effectiveness of the actions taken and strategies implemented to drive improvement. The two areas for improvement highlighted by the previous inspection are not fully resolved, although some headway has been made in the use of data to support the progress of different groups. Although generally supportive, a sizeable minority of parents expressed negative perceptions of the school's management of unacceptable behaviour, the quality of the school's communication with parents, school leadership and disruption caused by the building programme. Inspectors found little or no evidence to confirm parents concerns about the school's leadership and communications with parents.

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

- Raise students' achievement and attainment particularly in mathematics.
- Share and embed more effectively the best practice in teaching and learning in order to accelerate student progress.
- Increase students' rate of attendance and reduce persistent absence.
- Improve the persistent poor behaviour of a small minority of students.
- Ensure that parents' perceptions of how effectively the school manages student behaviour and the quality of communications from school improves.
- About 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.

5 **Wetherby High School (June 2009)**

5.1 **.Grade: 2**

Wetherby High School is a good school. It is led and managed well. Standards at

GCSE have risen significantly over the last three years, under the leadership of the headteacher, and are now above average. Students make good progress in both their personal development and academically because they are taught well. The school has good capacity to continue improving and it gives good value for money.

- 5.2 Students' personal development is good. Students are confident, courteous and their behaviour in lessons and around the school is good. They enjoy school and the broad range of enrichment activities. A notable feature is the school's strong partnership with the Salvation Army in the development of students' personal skills. The on-site provision offers opportunities for students to mix socially at the café and the youth club. Individual students access mentoring sessions which are effective in helping those with behavioural, social and emotional difficulties. This partnership has a positive impact in raising the students' confidence, self-esteem and enjoyment, particularly for those students who are vulnerable.
- 5.3 Students achieve well because teaching is good. Assessment of students' progress is rigorous and teachers use information from assessment well when planning work for their classes. Teachers have good subject knowledge and ensure a swift pace to lessons. However, the quality of the marking of students' work is inconsistent across the school and does not always guide students effectively on how to improve.
- 5.4 The curriculum is good. Provision for the students' personal development is good and there are effective opportunities for students to make progress in their subjects. Students benefit well from the wide range of additional activities, including sport, music, drama and residential visits.
- 5.5 The care, guidance and support for the individual needs of students are good and potential barriers to students' learning are tackled successfully. Monitoring of students' progress leads to targeted intervention. This intervention is provided by placing students in 'sets' for lessons in some subjects according to their ability. There is a good system of individual mentoring for those students experiencing personal difficulties. These strategies have a positive impact on improving rates of progress. Students with learning difficulties and/or disabilities make good progress.
- 5.6 Promotion of community cohesion is satisfactory. There are good links with a number of other schools and activities involving the local and wider community and a few students enjoyed an exchange visit with students from the Netherlands. However, opportunities for students to experience and understand other cultures are at an early stage of development.

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

Grade: 3

The effectiveness of the sixth form is satisfactory and improving. The largely academic curriculum offers satisfactory pathways for most students. Not all of the students leaving Year 11 attend the sixth form at Wetherby. Some students attend other provisions. Students enter the school's sixth form with standards that are slightly below the national average and make satisfactory progress to reach standards that are broadly similar to other students with similar abilities. Most students who enter Year 12 complete their courses and remain in school to pursue A levels in Year 13. Students are well cared for, guided and supported during the time they are in the sixth form. The vast majority of students continue on to further education, employment or training.

- 5.8 The current leadership has introduced monitoring arrangements that review student progress on a more regular basis through the year. The resulting intervention is helping to secure better progress. The improved atmosphere of learning and progress is drawing greater numbers of students to choose the sixth form for their post-compulsory education. Students speak positively about experiences in lessons but these are not always challenging enough to secure good progress.
- 5.9 Teaching is satisfactory overall in the sixth form. In some lessons, there are more elements of good teaching as students are more actively engaged and challenged. A range of opportunities to take responsibility alongside enrichment activities, including speakers and visits, are contributing to the good personal development and well-being of students.
- 5.10 Leadership and management in the sixth form are satisfactory and improving, resulting in changes that are benefiting students. While some use of the data is resulting in effective intervention, it has yet to be fully analysed and used to have a more positive impact on standards. Evidence of successful intervention in the recent past confirms the good capacity for further improvement.
- 5.11 ***What the school should do to improve further***
- Improve teaching and learning and further develop the curriculum to raise achievement and standards in the sixth form.
 - Improve marking so that it better informs students about the next steps of their learning.
 - Ensure that the governing body promotes community cohesion beyond the school and the local area.