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**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS**  
**DATE: 14 JUNE 2006**

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**SUBJECT: Report on recent Ofsted Inspections**

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## **EXECUTIVE SUMMARY**

### **1 Purpose of the Report**

1.1 The purpose of this report is to summarise the outcomes of recent Ofsted inspections during the spring term 2006.

### **2.0 Background**

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

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

### **3.0 Summary of School Ofsted Inspection reports**

3.1 Seven primary schools have been inspected since January 2006 during the spring term.

3.2 Schools judged to be inadequate may be given a Notice to Improve or be deemed to require Special Measures. Leeds has no primary schools in Special Measures and two primary schools with a Notice to Improve. One school inspected under the new framework pilot in May 2005 was deemed at that time to have serious weaknesses (Manston St James). An HMI visit to the school in January 2006 concluded that good progress had been made and that that school no longer required special measures.

3.3 Of the seven schools inspected, one was considered to be outstanding (Greenmount); one was considered good (Thorner); three were considered to be satisfactory (Iveson, Meadowfield, and Rufford Park) and one was considered

inadequate and given a Notice to Improve (Hollybush).

3.4 In these schools 75% were considered to be good or better for teaching and learning, 75% good or better for leadership and management, 83% good or better for personal well being and 'Every Child Matters' outcomes, and 75% good or better for achievement and standards.

3.5 Seven Leeds high schools were inspected in the Spring term and six have published reports. Abbey Grange Church of England High, Allerton High, St Mary's High, Menston and Burley Park Pupil Referral Unit were judged as good with outstanding features. Boston Spa, Wortley High, and Primrose High were found to be satisfactory. Crawshaw High school was given a Notice to Improve having been found inadequate in key areas.

#### 4.0 **CONCLUSIONS**

4.1 The inspections since September have presented new and rigorous challenges to schools. Leeds schools overall have responded well. However, the expectations of inspectors have increased and Education Leeds will support schools in continuing to improve achievement and self evaluation.

#### 5.0 **RECOMMENDATIONS**

5.1 Members are asked to note the outcomes of the recent Ofsted inspections during the Spring term 2006 and the impact of the change in the inspection framework.

**REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS**

**EXECUTIVE BOARD: 14 JUNE 2006**

**SUBJECT: Report on recent Ofsted Inspections**

**Electoral wards Affected:**

**ALL WARDS**

**Specific Implications For:**

Ethnic Minorities

Women

Disabled People

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in

**1.0 PURPOSE OF THE REPORT**

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- Grade 1 Outstanding
- Grade 2 Good
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### **3.0 MAIN ISSUES**

#### **3.1 SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS**

#### **3.2 PRIMARY SCHOOLS**

##### **3.3 Greenmount Primary School (January 2006)**

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

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

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

Grade: 1 Outstanding

##### **3.3.4 *What the school should do to improve further***

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

##### **3.4 Hollybush Primary School (January 2006)**

3.4.1 In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement in standards and achievement in English, mathematics and science because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve.

3.4.2 Hollybush has come successfully through a difficult process of amalgamation: everyone is positive and trying to raise standards. The school is on the right track. Despite the harmonious climate created, academic standards, by the end of Year 6, are very low and pupils' achievement is inadequate. Consequently, the school does not give value for money. Pupils' personal development is

satisfactory. They enjoy learning, but attendance levels are not good enough to allow sound progress for all. Teaching and learning are satisfactory. A lack of consistency causes uneven progress in learning and there has not been time for teaching to eliminate the underachievement that existed on amalgamation. Children progress satisfactorily in the Foundation Stage, but have very low attainment in literacy and numeracy. This prevents them from succeeding well at the end of Year 2 where standards are well below average. There are several strengths in the care and support provided for pupils, but the guidance given to children about their learning is not yet good enough. The school is led and managed satisfactorily. The school believes it provides a satisfactory education, but it has overestimated what could be done in a relatively short time. Standards are low because teaching is inconsistent and children's learning is not quick enough. The school has shown that it can improve and the inspectors believe the senior staff and governors are capable of doing what is needed.

Grade: 4 Inadequate

### 3.4.3 ***What the school should do to improve further***

Raise standards in English, mathematics and science by:

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

## 3.5 **Iveson Primary School (February 2006)**

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

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

improve further.

Grade: 3 Satisfactory

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

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

**3.6 *Manston St James Church of England Voluntary Controlled Primary School (January 2006)***

3.6.1 HMI stated that there are no major concerns about the school's capacity to improve and it has made good progress on removing the cause of its serious weaknesses. The school must continue to establish the assessment systems and establish procedures for recording and monitoring absences. The school is now considered to be good with some outstanding features and HMI stated that there are no reasons to revisit the school.

**3.7 *Meadowfield Primary School (February 2006)***

3.7.1 Meadowfield is a new school and is already showing strong signs of improvement. It offers a satisfactory quality of education and provides satisfactory value for money. These findings reflect the school's view of its overall effectiveness. The leadership and management are satisfactory overall with strengths in the leadership of the headteacher and deputy headteacher. The recent amalgamation brought many challenges but the school has come through it very successfully, despite still having to pursue 'snagging' issues relating to the new building. There is a 'buzz' of improvement about the school. The quality of teaching and learning is satisfactory with examples of good and outstanding practice. Pupils are making rapid gains in their learning in most classes in response to the improvements in the quality of teaching. The school has only recently entered a settled period and therefore initiatives aimed at raising achievement have not yet had time to impact fully on pupils' standards which still remain well below average. However, the school is on course to meet its challenging targets. The curriculum is satisfactory. Provision in the Foundation Stage is satisfactory, as is the care, guidance and support of children. Pupils' personal development is satisfactory. However, attendance levels are below average. The school works hard to tackle this issue but the once improving levels have fallen since its relocation to the new site. Systems for the monitoring and evaluation of performance are rigorous and result in the school knowing exactly where the strengths are within the school and the areas requiring development. This indicates the school has a good capacity to continue to improve.

Grade: 3 Satisfactory

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

Raise standards and achievement throughout the school by:

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

### **3.8 Rufford Park Primary School (February 2006)**

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

Grade: 3 Satisfactory

#### **3.8.2 *What the school should do to improve further***

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

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

### **3.9 Thorner Primary School (February 2006)**

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

strong links to the local and wider community to which the pupils belong.

- 3.9.2 The pupils' personal development and their care, guidance and support given by the staff are outstanding. The school is skilled at recognising the personal and social needs of the pupils and the staff know them well. Attendance is high, and behaviour is impeccable. The pupils relish new challenges, are considerate of others and enjoy excellent relationships at all levels.
- 3.9.3 The school is well led and managed by the headteacher, ably supported by the staff team. She has an acute awareness of the school's strengths and weaknesses and has successfully carried through a number of initiatives to improve the education provision for the pupils, as well as seeking to make further gains in standards.
- 3.9.4 The children receive a good start in the Foundation Stage and settle well, quickly becoming confident and independent learners. The work reflects the Early Learning Goals and builds on experiences the children bring from home or local pre-school provision. The teaching is of a consistently satisfactory standard and often displays good features. There are good links with parents and carers and they are kept well informed of their child's progress.
- 3.9.5 Overall, the school provides good value for money.

Grade: 2 Good

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

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

**3.10 SECONDARY SCHOOLS**

**3.11 Boston Spa High School (February 2006)**

- 3.11.1 Boston Spa School is satisfactory with some good features. Many students enjoy the benefits of being at a sports specialist college. They show an excellent awareness of the need to adopt a healthy lifestyle and many participate in a range of activities which help develop their confidence and team working skills.
- 3.11.2 The school judges itself to be satisfactory and inspectors agree with this judgement. Achievement and standards are satisfactory. Overall pass rates are above national averages. But this masks some underachievement; from above average attainment on entry to the school, students' progress by the end of Year 9 is inadequate. By the end of year 11 most students catch up and make the progress expected of them although pupils of lower ability do not make sufficiently good progress. There are many strategies in place to address underachievement and some of these are now beginning to have an impact. Students' personal development and well-being are satisfactory; the school provides many good opportunities for cultural development, but the behaviour of some students is detrimental to the learning of others. Teaching and learning in the main school are satisfactory overall. Although much teaching is good, there is too much variation in



the overall quality of lessons. Marking of students' work is inconsistent and students are not always clear about what they have to do to improve. Data is beginning to be used effectively to set targets and monitor students' progress, but this is not yet sufficiently well embedded in all areas of the school. The curriculum is satisfactory, as is the care, guidance and support provided for pupils.

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

Grade: 3 Satisfactory

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

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

Grade: 2 Good

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

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

**3.12 Crawshaw High School (January 2006)**

- 3.12.1 In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to: achievement and standards, teaching, learning, assessment and leadership and management.

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

- 3.12.3 The school judges itself as good. However, inspectors judge overall effectiveness as inadequate. Standards are broadly in line with national averages but from average prior attainment on entry, the progress that many students make, especially boys, is significantly below the national average. Actions taken to address key weaknesses have been slow to take effect. It is too early to assess the impact of specialist status on standards.
- 3.12.4 The overall quality of teaching and learning is inadequate. There are examples of good practice, but much of the teaching fails to engage all students and learning is sometimes subverted by poor behaviour. Assessment practices are inconsistent; too often students are given no indication of how well they are doing and what they need to do to improve. Some parents and students also identified these areas as a concern. Recently introduced review days to monitor progress, attended by students and their parents or carers, have been very well received.
- 3.12.5 Although inspectors recognised the many strengths of the school, leadership and management are judged to be inadequate because there has been insufficient focus on raising achievement and improving the quality of teaching and learning. Several of the issues from the previous inspection have been addressed but the pace of improvement has been slow in some areas, even when considering the past difficulties. Governors give good support to the school but they have been insufficiently challenging in key areas of raising achievement. The school provides satisfactory value for money and has the capacity to improve.

Grade: 4 Inadequate

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

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

Grade: 2 Good

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

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

and assessment.

### **3.13 Primrose High School (March 2006)**

- 3.13.1 Primrose High is a rapidly improving school providing a satisfactory standard of education and value for money. The school has recently federated with a nearby secondary school. The process towards the opening of the new building is being expertly and strategically guided by the executive headteacher. The head of school and senior leadership team work unstintingly towards raising levels of achievement and standards throughout the school. This level of management is still developing at the middle tier level. The school is receiving valuable support from both Education Leeds and Leeds local authority.
- 3.13.2 The school's federated status contributes significantly towards the provision for the students. Principally, the reciprocal opportunities this has created to offer alternative placements and increased learning opportunities for some students. The federation also offers training opportunities with its numerous partners for staff and students, particularly those in the sixth form.
- 3.13.3 Students have welcomed the recent changes in the school, noting the impact of the positive behaviour for learning (PBFL) initiative which has reduced exclusions and improved behaviour.
- 3.13.4 Students' attainment on entry is very low. Although test and examination results are low, they represent satisfactory progress. Students recently arrived in the United Kingdom with early English language acquisition receive exemplary support and make a good start to their life in school.
- 3.13.5 The quality of teaching and learning is at least satisfactory, with elements of good and outstanding practice. There is a lack of consistency across the school so that rates of progress are variable. The curriculum is satisfactory in meeting the needs of the students and there are proposed imminent changes to enhance and enrich this provision.
- 3.13.6 The majority of parents responding to the questionnaire are satisfied with the work of the school.
- 3.13.7 The school has persevered through recent upheaval and successfully addressed the points for action from the last inspection. Much is done to improve attendance which remains stubbornly low. The school has a good capacity to improve.

Grade: 3 Satisfactory

#### **3.13.8 *Effectiveness and efficiency of the sixth form***

- The school judges and inspectors agree that the effectiveness of the sixth form is good.
- 3.13.9 Standards are well below average in the sixth form, but students achieve well. The school builds courses for individuals, using good external links to supplement its narrow range of specialisms. Students are able to study at local colleges and, more recently, at the federation partnership school.
- 3.13.10 Through the school's federated status they foster strong links with local employers and organisations; for example St James' Hospital is able to offer a range of

courses for sixth form students.

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

Grade: 2 Good

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

Further raise standards throughout the school by:

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

**3.14 St Mary's Menston (January 2006)**

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

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

Grade: 2 Good

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

The schools judges effectiveness and efficiency of the sixth form to be good and

inspectors agree. Teaching and learning are good and are sometimes outstanding. Students confirm that they enjoy their studies and that they are well supported both academically and personally.

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

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

Grade: 2 Good

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

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

**3.15 Wortley High School (February 2006)**

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

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

3.15.3 Leadership and management are satisfactory. The two joint headteachers provide a strong steer for improvement. The impact of effective monitoring and evaluation means that senior and middle leaders have a clear and shared direction for future improvement. Targeted intervention strategies which are likely to raise standards are established, although the rigour with which these are evaluated is inconsistent. Governors understand the strengths and weaknesses of the school and hold it to account. Staff understand and share the commitment of leaders and managers;

they work together as a team to make the changes necessary to bring about improvement. The school provides satisfactory value for money and has the capacity to improve further.

Grade: 3 Satisfactory

#### 3.15.4 ***Effectiveness and efficiency of the sixth form***

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

Grade: 3 Satisfactory

#### 3.15.5 ***What the school should do to improve further***

Focus on raising standards and achievement by:

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

### **3.16 Burley Park Centre (January 2006)**

- 3.16.1 This is a good unit; its previous designation as having serious weaknesses no longer applies. Overall, managers are accurate in their evaluation of the Centre's effectiveness and what else needs to be done; the Centre has the capacity to continue to improve at a good rate. Since the last inspection, the Centre has gone through difficult times. Initially, it failed to make adequate progress. Standards were at risk and managers could not ensure the health and welfare of staff and pupils. However, outstanding progress has been made now under the excellent leadership of the new headteacher. Achievement in all subjects is good as a result of effective teaching and a good curriculum. Adults are knowledgeable about their subjects and manage pupils' behaviour extremely well. However, even more could be done to teach each pupil in ways best suited to them individually. Provision for pupils' personal development is outstanding and as a result, pupils have greatly improved their attitudes to learning and behaviour. They have an excellent understanding of how to keep themselves fit, healthy and safe. While the attendance of most pupils has improved, a few pupils have persistently poor attendance and do not achieve as well as they should. Pupils receive outstanding

care, support and guidance. Links with parents are good and those with other professionals excellent. The number of pupils returning to mainstream education has increased with no pupils returning to the Centre for a second time. This is a good measure of success. The cost of educating each pupil is very high because of the complexity of the pupils' needs. Nevertheless, taking account of the Centre's effectiveness, value for money is good.

Grade: 2 Good

### 3.16.2 ***What the school should do to improve further***

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

## 4.0 **IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

4.1 The Education Leeds School Improvement Policy is being re-written and will take account of the new Ofsted framework. A new system of categorising schools will show the contribution that schools can make in partnership, and help to establish priorities for support and intervention.

## 5.0 **LEGAL AND RESOURCE IMPLICATIONS**

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

## 6.0 **CONCLUSIONS**

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

## 7.0 **RECOMMENDATIONS**

7.1 Executive Board is asked to:

- note the outcomes of recent Ofsted inspections during the Spring term 2006
- note the impact of the change in the inspection framework.