

# Lawnswood School

## Inspection report

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<b>Unique Reference Number</b>	108055
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	366193
<b>Inspection dates</b>	22–23 June 2011
<b>Reporting inspector</b>	Honoree Gordon HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1412
Of which, number on roll in the sixth form	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Amamda Jahdi
<b>Headteacher</b>	Ms Georgiana Sale
<b>Date of previous school inspection</b>	21 September 2009
<b>School address</b>	Ring Road West Park, Leeds West Yorkshire LS16 5AG
<b>Telephone number</b>	0113 284 4020
<b>Fax number</b>	0113 284 4021
<b>Email address</b>	sale.geo@elawnswood.co.uk

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## Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 22 lessons, seeing 22 teachers. They held meetings with groups of students and staff; middle and senior leaders; staff with responsibility for child protection; members of the governing body, including a governor who oversees safeguarding; and a representative from the local authority. They also held meetings with the executive headteacher and spoke to the prospective headteacher. They observed the work of the school and looked at a number of documents, including the school's self-evaluation; the school's data on students' progress; minutes of recent meetings of the governing body; and policies and records related to students' care and education.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

The points for action identified at the time of the school's previous inspection and how well leaders and managers had tackled these, specifically to improve:

- the quality of teaching and learning
- students' behaviour
- students' attendance
- teachers' use of assessment.
- Students' attainment and whether this had risen.
- The school's duties in respect of safeguarding to check that these were now met.
- The extent to which the school had built up the capacity to sustain its recent improvements.

## Information about the school

Lawnswood is a large secondary school with a sixth form, located on the outskirts of Leeds. The sixth form operates in a consortium arrangement with three other secondary schools nearby.

The proportion of students who are of minority ethnic heritage is well above the national average. The proportion of students whose first language is not English is above the national average. The proportion of students who are known to be eligible for free school meals is high. The proportion of students who have special educational needs and/or disabilities is below that usually found nationally and represents around one in seven students. Few students have a statement of special educational needs.

The school has specialist school status for mathematics and information and communication technology. At its last full inspection in September 2009 the overall effectiveness of the school was inadequate and the school was judged to require special measures in order to improve. The headteacher retired in December 2010 and an executive headteacher took over the running of the school in January 2011. A permanent headteacher has been appointed for September 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

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.

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.

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.

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.

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

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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.

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.

## What does the school need to 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.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Students' achievement and enjoyment are satisfactory. Students' attainment at the end of Year 11 is low, but improving strongly. The school is on track to meet its suitably challenging targets, following the leaders' relentless drive for improvement. That is reflected in the lessons observed during this inspection, where standards of students' work were more broadly average than before.

The school's data shows that students' current progress is satisfactory. Progress is accelerating rapidly; in many lessons observed students were making good progress. The students have a clear understanding of how to improve their work from one level to the next. Students' attainment in science is currently better than in mathematics and English, but their written work is generally accurate and their skills in mathematics are improving well. Students' skills in mathematics and English are improving rapidly as a result of the school's focus on these core subjects. Increasingly, students apply their skills securely in a range of contexts. Staff monitor students' progress carefully and intervene effectively to support those at risk of underachieving.

The progress of students who have special educational needs and/or disabilities and of those for whom English is an additional language is in line with other students. The progress of students known to be eligible for free school meals is satisfactory. Increasingly, those groups of students are making good progress because provision for them is effective and well led. For example, classes in Year 7 include groups specifically staffed and organised to help those students to settle in. In those classes, provision is tailored very effectively to students' individual needs, leading to improved outcomes.

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Behaviour is satisfactory, particularly in lessons. Around the corridors, it continues to improve. Students are closely supervised. Staff apply school policies consistently and students respond positively to the system of rewards. The number of exclusions for poor behaviour has fallen.

Students' spiritual, moral, social and cultural development is satisfactory. Relationships within school are positive. Students' social skills are promoted effectively, but opportunities for students to reflect and discuss in lessons are few. Cultural awareness is satisfactorily developed through drama and music. The school has correctly identified that students' awareness and understanding of other cultures and religions is an aspect that could be promoted further. Opportunities for students to contribute to the life of the school and community are not extensive, but students are increasingly able to express their views, for example, through the school council.

Crucially, students' attitudes to learning are much better than at the time of the previous inspection and this is of benefit to them for their future. The school is beginning to reduce absence successfully, working closely with parents and carers and students to emphasise the importance of attending school regularly. Students are responding positively to the school's strategies and say that their enjoyment of school has increased of late.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Following a concerted effort of training and coaching throughout the school, the quality of teaching has improved and good practice is being shared more widely. Teachers' planning for lessons is consistent across subjects and teachers review learning regularly at various points during lessons. Students are clear what is expected of them, at what level they are working and how to improve their work. The consistency in approaches, together with students' improved attitudes and behaviour have created a suitable environment in which students can learn.

Although inadequate teaching has been virtually eradicated, the quality of teaching remains variable. In the best lessons, such as in a Year 8 history lesson on slavery and in a Year 12 music lesson introducing new techniques in composing, students were engaged actively and encouraged to research, to think for themselves and to be creative and imaginative. As yet, there are still too few opportunities for students to work collaboratively in groups and to take responsibility for their own learning, rather than depend wholly on the teachers' direction. When such activities were seen in lessons, students' enjoyment was enhanced and more-able students were challenged better. The pace of learning in some lessons is restricted when tasks are not sufficiently varied to suit the range of abilities within the class and to move the learning on for all. Students tend then to become more passive learners and, at times, their concentration slips.

The curriculum is satisfactory. Students have a broad, balanced and relevant curriculum, but do not have the recommended amount of time for physical education in Key Stage 4. Changes to the curriculum, taking into account the views of students and others, are beginning to have a positive impact on students' achievement, for example, early entry to some examinations and courses that are offered through partnership with a local college. There are appropriate plans to develop the curriculum further to meet the needs of all students better and to promote enjoyment. A link with business has been established.

The impact of the specialist subjects on achievement and on the community is satisfactory overall, but mathematics contributes more than information and communication technology, where impact is minimal. Consortium arrangements contribute satisfactorily to the range of subject provision at sixth-form level.

A strong team of senior and middle leaders ensures that systems and procedures for the pastoral care of students and for promoting their safety and welfare are implemented effectively and consistently. The school's records show very effective work with professionals and outside agencies to support students whom the school considers to be potentially vulnerable. Students say that they have adults they can turn to in school and speak highly of the mentoring system. The school intervenes effectively to help students achieve, with specific programmes and support packages.

Provision for those students who have special educational needs and/or disabilities and for those who speak English as an additional language is well organised and is successful in helping those students to achieve in line with their peers. The much-improved systems for care, guidance and support for all students have helped to create a happy environment for learning. Consequently, attendance at school has begun to rise.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Leaders and managers embed ambition and drive improvement well. The strong vision of the executive headteacher, supported ably by the senior leadership team, is understood and shared by the staff. As a consequence, many aspects of school life have improved since the previous inspection and students' attainment is rising rapidly. Senior leaders can demonstrate clearly the impact of initiatives they have introduced, for example, to improve the quality of teaching through more consistent approaches to planning lessons. As a result, teaching is no longer inadequate as it was at the time of the previous inspection. The school has a clearly focused programme of actions it is taking to ensure that teaching continues to improve.

Subject and pastoral leaders have a good understanding of their roles and responsibilities and the part they play in raising attainment. The governing body and the school's leaders work together effectively to monitor and evaluate the work of the school.

Safeguarding procedures and practice are much improved and now meet current requirements. A strong team of managers, including a full-time health and safety officer, ensures that best practice is being adopted throughout the school.

The school's leaders are working increasingly effectively with parents and carers to promote attendance and with the local community to reinforce positive behaviour and further the school's reputation in the local community. The promotion of community cohesion and the promotion of equality and tackling of discrimination are satisfactory. There is a strong focus on the achievement of every student. Students are proud of their school and comment that it is a harmonious community. Leaders have begun to establish links with the different religious and cultural communities represented in school to promote students' cultural awareness further.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

The sixth form remains a strength of the school, despite a wider range of abilities amongst the students entering the sixth form than in the recent past. Students achieve well due to good teaching and learning and effective support and guidance. From broadly average starting points, students make good progress.

The quality of provision is good. Teaching and learning and a good, broad curriculum meet most students' needs well. Teachers' good subject knowledge, high expectations and well-paced, sharply focused lessons ensure that students' perceptions are probed and stretched.

Leadership and management of the sixth form are satisfactory. Good outcomes for students have been maintained since the previous inspection. Some recent changes have been made to the curriculum to enhance the provision for those students who are more able, but it is too early to see the impact of this on those students' achievement. Care and support are good, however, the school recognises that it needs to monitor attendance more robustly so that absence is minimised.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	3

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## **Views of parents and carers**

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 June 2011

Dear Students

**Inspection of Lawnswood School, Leeds, LS16 5AG**

**Inspection of Lawnswood School, Leeds, LS16 5AG**

Thank you for your help when the inspectors and me came recently to inspect your school. This letter is to tell you what we found. We think your school has improved and no longer requires special measures to help it improve further. We think the overall effectiveness of your school is now satisfactory. You told us that you felt your school had improved and that behaviour was better, so that you were able to learn. You told us also you felt safe and that there were adults in school you could turn to if you had a problem.

Teaching is satisfactory. We saw a number of good lessons.

- Your achievement is satisfactory. You are now making satisfactory progress.
- The standard of your work is still below where it should be, but is improving strongly.
- The curriculum you are offered is satisfactory.
- Your behaviour in lessons is satisfactory. You take an enthusiastic part in many of your lessons now.
- Care, guidance and support are satisfactory. The staff check your progress carefully and step in to help when you need it.
- The sixth form is good. Sixth form students achieve well.
- Attendance has improved, but is still not as good as it should be.

The headteacher and senior leaders show good capacity to ensure that your school will sustain improvements. They and the governing body have clear plans for how to improve your school further. We have asked the school to raise your attainment further and to improve attendance figures. We have also asked the school's leaders to explore ideas and opportunities for promoting your personal development.

What can you do to help your school improve?

- Continue to work hard!
- Attend school every day! You cannot make good progress if you do not come to school regularly.

Yours sincerely

Honoree Gordon

Her Majesty's Inspector

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