



**Office for Standards  
in Education**

**Inspection report**  
**Buttershaw High School**

**Bradford Education Authority**

Dates of inspection: 18 and 19 October 2004

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act

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## **Basic information about the school**

Name of school:	Buttershaw High School
Type of school:	Community
Status:	Secondary
Age range of pupils:	11 to 19 years
Headteacher:	Mr J C Midgley
Address of school:	Reevy Road West Buttershaw Bradford West Yorkshire BD6 3PX
Telephone:	01274 676285
Name and address of appropriate authority:	The governing body, address as above
Chair of governors:	Mr J Brown
Local education authority area:	Bradford
Unique reference number:	107350
Name of reporting inspector:	Mr A Bennett HMI
Dates of inspection:	18 and 19 October 2004

## Introduction

1. Buttershaw High School is situated to the south west of Bradford city centre on a large housing estate. It is a larger-than-average mixed comprehensive school with 1,510 pupils on roll, of whom 173 are in the sixth form. The roll has fallen over the past two years; however, joint provision with a neighbouring school has led to a steady increase in numbers in the sixth form. The school serves an area of considerable social and economic deprivation; and the proportion of pupils entitled to a free school meal is twice the national average. About one in four of the pupils aged 11-16, and the same proportion in the sixth form, have special educational needs and just fewer than three per cent have a formal Statement of Special Educational Need, broadly in line with national figures. Attainment on entry to the school is generally below average, and well below in some year groups, particularly the current Years 7 and 8. The school is ethnically mixed but the school population is more than 90 per cent white; however, one in six of the sixth-form students speak English as an additional language. There are very high levels of mobility within the community: only about half of the pupils taking their end-of-Key Stage 4 examinations in 2005 will have spent a full five years in the school.

2. The school was inspected in February 2003. The inspection was critical of many aspects of the work of the school and the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

3. The governors drew up an action plan to address the key issues from the inspection of February 2003. The school was visited by Her Majesty's Inspectors of Schools (HMI) on four occasions to monitor the progress being made.

4. In October 2004, four HMI and an Additional Inspector inspected the school, assessing the standard of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of February 2003.

## Main findings

5. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:

- standards of attainment in tests and examinations at the end of Key Stages 3 and 4 and in the sixth form are low in relation to national results but overall have shown year-on-year improvement since the last inspection;
- compared with all schools in 2003, standards of attainment in the core subjects at the end of Key Stage 3 were well below average. In 2004, the results improved and met most of the school's targets for the proportion of pupils attaining the expected Level 5; these results are close to the average for schools in similar contexts;

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- in the GCSE/GNVQ examinations, results have been improving in recent years at a rate broadly in line with the national trend; in 2004, the average points score improved and the proportion of pupils gaining five or more higher grade passes held steady at just over 19 per cent, despite the lower attainment profile of these pupils in comparison with the previous cohort. Nevertheless, attainment at Key Stage 4 remains below average compared with schools in similar contexts;
  - standards of attainment in the GCE A-level examinations taken by students in 2004 were well below the national average. However, the average points score per entry has risen steadily since 2002 and the pass rate in vocational courses recovered in 2004 following a dip in 2003;
  - in relation to their prior attainment, the pupils in Key Stage 3 make at least satisfactory, and often good, progress; the rate of progress at Key Stage 4 is broadly satisfactory, but in some subjects the pupils do not learn at a sufficient pace to remedy significant gaps in their knowledge, understanding and skills. Overall, the quality of the pupils' learning was at least satisfactory in more than nine out of ten lessons; it was good or better in almost half the lessons;
  - many pupils show good attitudes towards learning and are keen to achieve well but others lack confidence as independent learners and are too dependent on their teachers, while some rely on others to make contributions to lessons. The pupils' attitudes and behaviour were at least satisfactory in more than nine lessons out of ten; they were good or better in more than six lessons out of ten;
  - close supervision ensures that behaviour in and around the school is generally sensible; most pupils respond well to teachers' instructions. The number of formal exclusions has fallen substantially and is now very low;
  - the rate of attendance has improved significantly from below 84 per cent three years ago to over 91 per cent in the current term; it is now close to the national figure for secondary schools. Punctuality to school and to lessons is satisfactory;
  - the school's provision for the pupils' moral, social and cultural education is satisfactory with some good aspects; provision for their spiritual development is improving and is satisfactory;
  - the quality of teaching was satisfactory or better in more than nine out of ten lessons; it was good or better in half, including one in ten lessons where it was very good or excellent; this is a significant improvement since the previous inspection; nevertheless, some pockets of unsatisfactory or fragile teaching remain;
  - the curriculum reflects the needs and interests of the pupils; at Key Stage 4, most pupils now follow a vocational option and some choose a work-related curriculum. There is a broad choice available in the sixth form, with an increasing number of Level 1 and Level 2 courses;
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- teachers are developing a good understanding of how effective assessment can raise expectations and improve the pupils' performance; attainment data are generally used well to set and review targets for the pupils;
- the headteacher provides good leadership and delegates effectively to other senior managers, whose contribution to school improvement is committed and consistent. The leadership team's self-evaluation is very good; it is securely founded on a detailed and probing monitoring of the quality of teaching and learning;
- the quality of middle management varies from good to unsatisfactory; some managers understand and accept accountability for standards and quality more readily than others; while there are a number of individually effective initiatives to tackle weaknesses such as the pupils' levels of literacy and numeracy, whole school co-ordination should be improved;
- the governing body is effective; it scrutinises carefully all reports on progress with the action plan and is prepared to challenge any perceived underperformance;
- the work of consultants and advisers from Education Bradford is highly valued by the school; they have provided practical support for developments in implementing national strategies and have contributed effectively to the school's monitoring programmes.

### **Key issues**

6. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- continue to raise attainment;
- continue to improve the quality of the teaching;
- increase opportunities for the pupils to become responsible, independent learners;
- further develop the strategic role of middle managers.

### **Inspection findings**

#### **Standards achieved by the pupils**

7. Standards of attainment in tests and examinations at the end of Key Stages 3 and 4 and in the sixth form are low in relation to national results. However, since the last inspection, there has been a year-on-year improvement in most measures of performance.

8. Compared with all schools in 2003, standards of attainment in the core subjects at the end of Key Stage 3 were well below average. In 2004, the results improved overall and met the school's targets for the proportion of pupils attaining the expected Level 5. In

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mathematics and science, there were increases of seven and eight percentage points respectively to 49 per cent and 50 per cent in the proportion of pupils attaining Level 5; the proportion of pupils attaining Level 6 in these subjects rose to 26 per cent and 24 per cent. Results in English fell from 44 per cent to 39 per cent at Level 5, and from 19 per cent to six per cent at Level 6, although the school has asked for the papers to be remarked. The proportion of pupils absent for the tests, or not reaching a reportable level, has continued to fall sharply in all three subjects. The pupils' overall average points scores are close to the average achieved by schools in similar contexts in 2003.

9. In GCSE/GNVQ examinations, results have improved in recent years at a rate broadly in line with the national trend. In 2004, the average points score improved from 23.1 to 23.6, the highest for five years, and the proportion of pupils gaining five or more higher grade passes held steady at just over 19 per cent, equalling the previous year's best ever outcome, despite the lower attainment profile of these pupils in comparison with the cohort of 2003. In the core subjects, attainment in English and science was slightly better than in 2003, continuing an upward trend, but results in mathematics continued the downward trend of the previous two years; the pupils' average points score in English was higher than in mathematics or science. Attainment at Key Stage 4 remains below average compared with schools in similar contexts.

10. Standards of attainment in the GCE A-level examinations taken by students in 2004 were well below the national average. However, the average points score per entry has risen steadily since 2002 and the pass rate in vocational courses recovered, following a dip in 2003.

11. Overall, the pupils' progress was at least satisfactory in more than nine out of ten lessons inspected; it was good or better in almost half the lessons.

12. Taking into consideration the results they attained in their end-of-Key Stage 2 tests, the pupils in Key Stage 3 make at least satisfactory, and often good, progress. Tests administered by the school show that the majority of pupils fall within the bottom three of nine equal and nationally standardised ability bands; only about three per cent of the pupils are within the top three bands. Progress at Key Stage 4 is broadly satisfactory, but in some subjects the pupils do not learn at a sufficient pace to remedy significant gaps in their knowledge, understanding and skills, limiting the overall rate of improvement. On entry to the sixth form, many students have not attained the standards at the end of Key Stage 4 that would be required in some schools; in relation to their potential, most make at least adequate progress in the sixth form. Pupils who have special educational needs, and those identified by the school as gifted and talented, make sound progress in relation to their capabilities.

13. Overall, standards in English are rising because staffing is more settled, the curriculum is better planned and lessons are taught in a more consistently challenging way. There is a steadier focus on using teaching methods that will improve the pupils' often weak skills in literacy and oracy, particularly in encouraging them to write and to speak accurately and at length. For example, Year 7 pupils are helped to plan interesting recounts by discussing published examples, by observing and commenting when the teacher models a text of her own, and by planning the structure of their writing before attempting to produce the finished piece. Pupils of all ages are introduced to a good range of texts and are helped to articulate and explain their response to them by reference to appropriate details. A Year 11 group offered sensitive, personal reflections and comments on a sonnet by Edna St Vincent Millay, showing appreciation of the writer's choices of language and imagery. Standards in

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the highest-attaining sets in both key stages are now broadly in line with nationally expected levels, but in other sets, are below the expected levels. In the sixth form, students engaged in a lively discussion of character and theme in Shakespeare's *The Merchant of Venice*, showing a sound awareness of social, cultural and historical factors, although many of their comments lacked sophistication or insight. Standards in the sixth form are below the nationally expected level, but most students achieve well in relation to their prior attainment at GCSE.

14. Teachers of all subjects are generally aware that many of the pupils lack basic skills in literacy and oracy. An increasing use of talk partners and small discussion groups is helpful in developing the pupils' confidence as speakers. In many lessons, the pupils are encouraged to take pride in the accuracy and neatness of their written work. However, there is insufficient co-ordination of literacy initiatives to ensure that they have maximum impact across the curriculum and too many pupils continue to make brief, non-standard oral responses or produce written work that is grammatically inaccurate and shows limited awareness of spelling patterns or the conventions of punctuation.

15. In mathematics, standards for most pupils in the two highest-attaining sets in each year are around the nationally expected levels. In Year 7, for example, the pupils coped well with negative numbers, recognising how different combinations of minus and plus signs affected a calculation, and a Year 11 set readily interpreted graphs representing journeys, working out times, resting points and average speeds. The pupils' standards in lower sets were below, and occasionally well below, the level expected for their ages. In Year 9, for instance, the pupils' knowledge of two-dimensional shapes was uncertain: they often gave a term they remembered, hoping it would be correct; and pupils in Year 10 struggled to understand and work out combinations of probabilities. Most pupils have an adequate knowledge of number facts and, though some are slow or use their fingers, few are hampered in calculations by a failure to recall information. However, even in the higher-attaining groups, many pupils have difficulty in applying several operations to a problem, such as solving algebraic equations.

16. The development of the pupils' numeracy skills across the curriculum lacks co-ordination and is therefore less effective than it should be in improving basic skills and in reinforcing the pupils' capacity to understand more demanding concepts and operations.

17. In science, most pupils in the highest-attaining sets work at or just above the nationally expected levels. The majority of pupils in lower sets work below or well below the expected level for their ages. In a Year 11 lesson, the pupils developed an excellent understanding of the effect of chemical reactions through observing modelling and monitoring techniques. Many of the higher-attaining pupils use scientific vocabulary correctly and confidently. However, although many enjoy practical work and respond well to multimedia presentations, others, especially those in lower-attaining sets, are hampered by weak literacy skills when attempting to explain clearly what they know and can do, or when trying to further their scientific understanding through making conceptual links.

18. Standards in information and communication technology (ICT) are broadly satisfactory. In discrete ICT lessons, most pupils in Key Stage 3 become competent users of standard word-processing, spreadsheet and desktop publishing software. In Key Stage 4, the pupils use a range of applications for research and presentation. Increasing use is made of ICT facilities across the school, including internet-based research, but the development of ICT within all subjects, and the standards attained, are inconsistent.

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### **The pupils' attitudes, values and personal development**

19. The pupils' attitudes and behaviour were at least satisfactory in more than nine out of ten lessons; they were good or better in more than six lessons out of ten. Many pupils have good attitudes to learning and are keen to achieve well but others lack confidence as independent learners and are too dependent on their teachers; for example, asking frequently for reassurance that what they have done is correct. Some pupils rely too much on their peers to make contributions to lessons; for example, in some classes, it is only a few pupils who volunteer to answer questions while the majority are willing to sit back and listen without becoming actively involved.

20. "Express groups" in Years 9 to 11 are popular with pupils across the attainment range; continued membership depends on meeting a number of targets, including levels of attendance, completion of homework and parental support. Pupils in these groups, of which there are now 14, have high levels of self-esteem and are well motivated; for example, to attend additional lessons at the end of the school day.

21. About 40 per cent of Year 11 pupils choose to continue into the sixth form; the broader range of courses on offer together with the improving ethos for learning in the school are having a positive impact on sixth-form recruitment. Course completion and success rates are also improving, notably in the vocational courses. Sixth-form students appreciate the facilities and support they are offered, and most show very positive attitudes to their work; they respond well to the high expectations staff have of them, and relationships are good.

22. Close supervision ensures that the pupils' behaviour in and around the school is generally sensible; most respond well to teachers' instructions and follow the one-way system without demur. There is some noise and occasional pushing at points where the weight of numbers makes controlled movement difficult, but the pupils' conduct is neither unpleasant nor threatening and many remember to hold doors open or to stand aside for others. The quality of relationships between pupils and teachers is generally good and this underpins the spirit of co-operation evident in most classrooms and around the buildings and the site.

23. The number of formal exclusions has fallen substantially and is now very low. The target for the number of days of exclusion in the school year 2003-4 was 185; the figure achieved was 120. In the current term, only one temporary exclusion has been imposed. The rigorous application of the school's behaviour policy, supported by the generously funded behaviour improvement programme, has been key in this very good progress. Extensive use is made of internal arrangements for isolating disruptive pupils, such as the Key Stage 3 inclusion support centre. Thorough analysis of incidents is undertaken so that data relating to pupils' responses to different subjects can be generated and interrogated.

24. The school's methods of promoting good attendance have been very successful. The rate of attendance has improved significantly from below 84 per cent three years ago to over 91 per cent in the current term, above the target of 90 per cent and close to the national figure. Unauthorised absence remains high, but is falling. Successful measures in improving attendance include the 'traffic light' system, additional support from an education social worker, and regular monitoring in lessons. However, although the school collects a wealth of data, attendance is not yet tracked in relation to individual subjects.

25. Punctuality to school and to lessons is satisfactory. Since a change to the school day, pupils go straight into lessons when they arrive in the morning, but a small number is late,

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preventing a crisp start in some classes. During the day, most pupils move smartly between lessons and few are tardy, despite the difficulties presented by the complexity and spread of the school buildings.

26. The school's provision for the pupils' moral, social and cultural education is satisfactory with some good aspects. The school's routines set appropriate social and moral expectations for the pupils' daily conduct and are successfully reinforced through tutorial sessions. The house system provides good opportunities for competition within a team ethos. Sound use is made of opportunities in subjects such as English, geography, history and religious education, to acquaint pupils with aspects of cultures and traditions that may be very different from their own.

27. Provision for the pupils' spiritual development is improving and is satisfactory. The school has made sound progress in devising a coherent framework to guide planning for spiritual development across the curriculum. There is an increasing awareness of how creating a spiritual ethos can lead to positive changes in the pupils' attitudes and behaviour. The "thought for the week" incorporates issues from religions other than Christianity; the school has provided facilities for Muslim pupils to pray as required. There is a range of developing initiatives beyond the formal curriculum to extend pupils' spiritual awareness and provide them with opportunities to touch other people's lives through involvement with community work. In the three assemblies, pupils were given suitable opportunities to reflect on the themes and issues presented.

28. The school provides a reasonable range of extracurricular activities for pupils, including sports teams, music and drama productions and involvement in local and national initiatives such as the Young Enterprise scheme, in which the school team was an area finalist.

### **The quality of education**

29. The quality of teaching has improved significantly since the last inspection and was satisfactory or better in more than nine out of ten lessons; it was good or better in half of them, including one lesson in ten where the teaching was very good or excellent. The quality of teaching is consistently satisfactory, although the less secure, and less imaginative, teaching is often with low-attaining groups of pupils.

30. The best teaching was characterised by well planned and structured lessons that took account of the pupils' needs and interests. Clear learning objectives were shared with the pupils; the lessons proceeded at a challenging pace with frequent changes of activities. The pupils were kept on their toes through a mixture of active tasks, such as talking partners or discussion groups, and probing questioning by the teacher. The most effective teachers used a variety of methods of presentation, including ICT. They referred frequently to test and examination criteria and helped the pupils understand how they might improve their work. The teachers continually checked the pupils' progress and made explicit links to previous work, and to planned future learning.

31. Where teaching was satisfactory overall, some common weaknesses were often apparent. Learning outcomes and tasks were sometimes too broad for the range of attainment within a class; this affected the pace of the teaching and resulted in too little challenge for some pupils and too much challenge for others. In such lessons, a greater emphasis on completing tasks, rather than on developing learning, became paramount. Teachers

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sometimes mistook quietness for involvement and did not realise that groups of pupils were allowing learning to pass them by. In the few unsatisfactory lessons, several of these shortcomings were evident and were compounded by inadequate management of the pupils' behaviour when they became bored or frustrated.

32. The curriculum has been adjusted appropriately to reflect the needs and interests of the pupils. The school has extensive plans for further improving and developing the provision for ICT both as a discrete subject and across the curriculum. Every year group in Key Stage 3 has timetabled ICT lessons; teachers of other subjects are encouraged to develop the use of ICT but this is at an early stage. At Key Stage 4, most pupils follow a vocational option; those who choose to study a language at GCSE take a linked course in business studies. There is a work-related option for some of the low-attaining pupils in Key Stage 4; although this programme usefully includes elements of training in basic skills, there is insufficient co-ordination by middle managers to ensure that work in the core subjects is planned efficiently to reinforce the teaching of basic skills. As an alternative to GCSE, a range of accreditation which includes entry-level certificates, ASDAN awards, and college certificates has been introduced. The pupils on individual programmes are well supported; they are enthusiastic about the new courses and particularly enjoy the practical aspects, but some are unclear about the nature of the qualifications they will ultimately achieve.

33. The change to a five-period day introduced this school year has aligned the school's timetable with that of its partner institution, and has facilitated joint sixth form provision. The change has also benefited planning and teaching in Key Stages 3 and 4, since the additional time in lessons makes it easier to include a variety of active learning methods and leaves time for sessions of appropriate length at the end of lessons when the pupils can reflect on their learning and the teachers can assess their progress.

34. There is a broad choice of courses available in the sixth form, with an increasing number at Level 1 and Level 2. The very good collaborative arrangements with schools, colleges and training providers are working well. The school's commitment to providing practical support and transport to sustain flexibility is admirable. Through its rigorous arrangements for monitoring the quality of teaching and learning, the school has identified areas for further improvement in its own sixth form provision. These rightly focus on engaging students in more active learning and moving away from an overly didactic approach that sometimes still prevails. The revised post-16 staffing structure emphasises the importance of student support and guidance and is clearly focused on raising standards.

35. The extensive range of additional support for pupils who have special educational needs is successfully targeted at helping them to improve their basic literacy, numeracy and social skills and so to enjoy greater success in other aspects of their school work. The school has recently established a 'seven up' class which aims to enable pupils who have experienced difficulties with learning and behaviour in their primary schools to make a successful transition into secondary education. This provision draws on the expertise of a local special school; although the scheme is still in its infancy, early indications are that the pupils respond well to this innovative approach; several have already been integrated into mainstream classes.

36. Teachers are developing a good understanding of how effective assessment can raise expectations and improve the pupils' performance. Training in this has been part of the in-house 'master class' provision for teachers aiming to improve the quality of their daily

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work. Attainment data are generally used well to set and review targets for the pupils; all staff are provided with summary sheets that indicate prior attainment, current levels of attainment and targets for each teaching group, together with the results of standardised tests. Planners issued to the pupils have an 'aiming high' section in which they record and regularly review personal targets. Most pupils interviewed during the inspection knew their targets and what they needed to do to achieve them.

37. Pupils in Key Stage 4 seen as at risk of underachieving are offered a comprehensive range of tailored support including mentoring, coursework clinics in school, or in the evenings and at weekends, and regular reviews of their progress towards targets. A strong mentoring system and a study support base is available to sixth formers, with increasing numbers making self-referrals in order to improve their chances of academic success.

### **Leadership and management**

38. The headteacher provides good leadership and delegates effectively to other senior managers, whose contribution to school improvement is committed and consistent. The leadership team's self-evaluation is very good; it is securely founded on a detailed and probing monitoring of the quality of teaching and learning. Senior managers have an extensive and accurate database that allows them to identify staff who need training, and the specific areas in which training will have most impact on the quality of the school's provision. Senior managers are effective in their individual roles and as a team; they enjoy the confidence of other staff, who rightly recognise that school improvement has been achieved alongside enhanced opportunities for their own professional development. Staff morale is high; there is a tangible 'can do' culture within the school.

39. The quality of development planning by senior managers is good. The school's plan identifies appropriate priorities for the short, medium and longer term, all of which have a clear rationale and focus on taking the school forward from special measures. Financial management is sound, despite concerns caused by recent low recruitment of pupils into Year 7.

40. The quality of middle management varies from good to unsatisfactory. Some middle managers understand and accept accountability for standards and quality in their own subjects more readily than others; departmental action plans range from those that focus clearly on strategies for raising attainment and targets for improving standards to those that are vague and aspirational. While there is a number of individually effective initiatives to tackle significant weaknesses such as low levels of literacy and numeracy among the pupils, the co-ordination of these and other whole-school dimensions should be improved if maximum impact is to be achieved.

41. The governing body fulfils its role effectively; it scrutinises carefully all reports on progress with the action plan and is prepared to challenge any perceived underperformance. Committees meet regularly and report in appropriate detail to full meetings of governors. Minutes of meetings are helpfully set out and record main discussion points and decisions clearly.

42. The work of consultants and advisers from Education Bradford is highly valued by the school; they have provided practical support for developments in implementing national strategies and have contributed effectively to the school's monitoring programmes. The establishment of a 'single conversation' approach has been significant in ensuring coherence

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across the work of the school improvement project board, the leadership incentive grant, excellence in cities and behaviour improvement programme funding, and in avoiding unrealistic and repetitive demands on the time of school managers.

### **Implementation of the action plan**

43. The inspection report of 2003 required the school to address six key issues. These principally related to: raising standards; improving the quality of teaching and procedures for monitoring teaching and learning; raising levels of attendance and improving punctuality; improving provision for the pupils' spiritual development; and improving supervision at break times. Overall, good progress has been made and many tasks have been completed, but there is still work to do in some areas.

44. Standards are rising in Key Stages 3 and 4 and in the sixth form, especially in vocational courses. Well focused training for staff on assessment, marking and target-setting has raised teachers' expectations. Express groups, constituted largely on the basis of the pupils' attitudes towards their work, are popular with the pupils; pupils and their parents and carers have valued the academic reviews that have replaced traditional parents' evenings.

45. The quality of teaching has been adversely affected in recent years by illness, some resulting in long-term absences, and many temporary or casual appointments. A rigorous and sophisticated system of monitoring teaching and learning has been used well to identify areas of strength and weakness and to provide support where necessary. Coaching programmes have been generally successful in raising the quality of teaching and learning to a satisfactory, and often good, level; senior staff have worked hard to secure permanent appointments to the majority of vacant posts.

46. Attendance has improved significantly from 83.7 per cent in the school year 2000-2001 to 91.2 per cent in 2003-2004 and over 91 per cent in the current term. The school has initiated numerous procedures to check attendance and punctuality and the issue is given a suitably high profile by teachers and support staff.

47. Subject departments and form tutors have been encouraged to promote spirituality through helpful documents and routines such as the 'thought for the week'. However, these processes have not been developed consistently in all areas and there remains scope for further improvement.

48. The pupils' safety has been enhanced through increased levels of supervision, clearer health and safety documentation and procedures and the erection of a perimeter fence.

## **Appendix – Information about the inspection**

The school was inspected under section 3 of the School Inspections Act 1996 by HMI in February 2003. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in July and December 2003, and in March and June 2004 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of February 2003.

In October 2004, four HMI and one Additional Inspector returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.

Sixty lessons or parts of lessons, three assemblies and two registrations were inspected. The pupils were observed at break and lunchtimes and samples of their work were inspected. Meetings were held with the headteacher, senior and middle managers, the chair of governors and two representatives from Education Bradford. Informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of February 2003 and the action plan prepared by the governing body to address those key issues.