

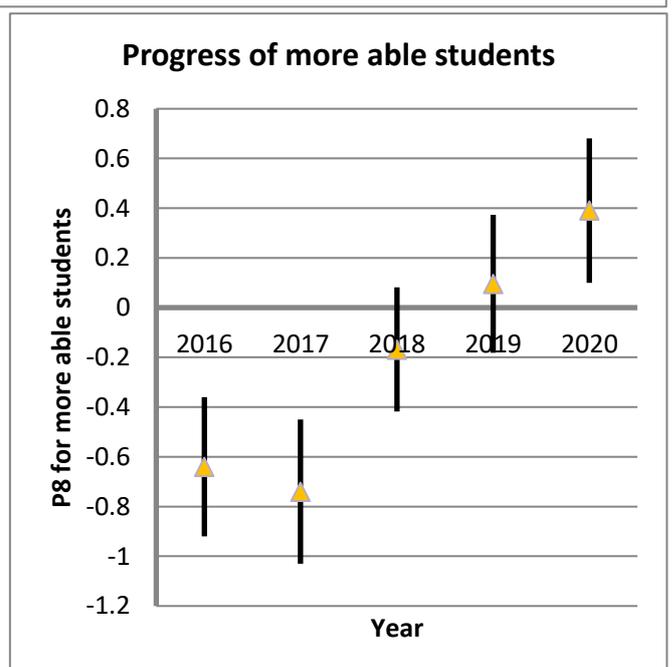
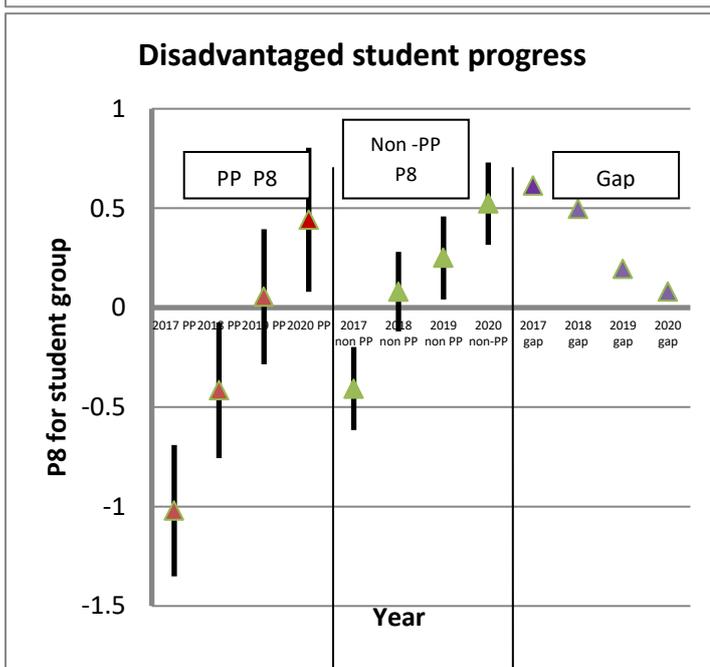
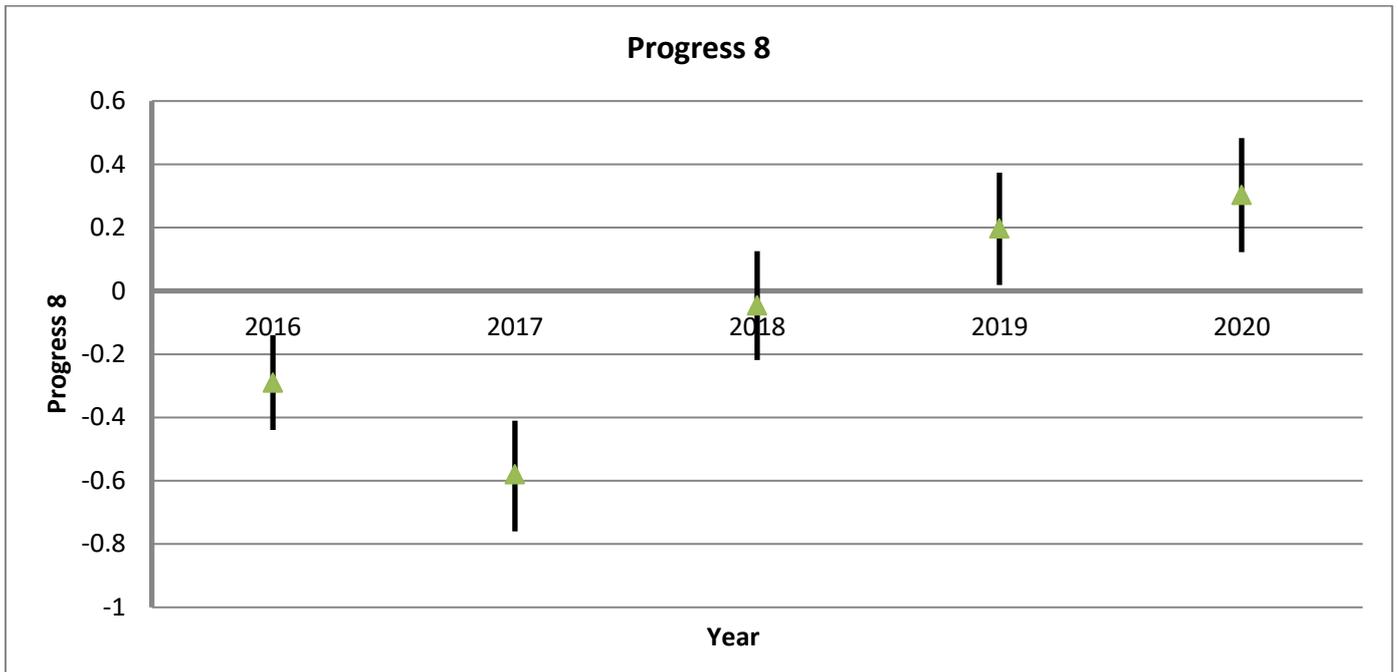
Self Evaluation Form

Overall effectiveness judgement – Good

January 2019

Pudsey Grangefield School is a **good** school. Our last Ofsted acknowledged that the school had made significant progress since the new Principal took up post in September 2014. This was reflected in a letter to the Principal from Ofsted’s Chief Inspector of Schools Amanda Spielman in January 2017 which praised the school’s leadership and stated ‘**you have transformed all aspects of the school**’. Several key changes were made in 2016-17 and this resulted in an implementation dip in our summer GCSE results for 2017. However these changes showed real impact throughout the course of 2017-18 when we saw significant improvements in the progress of all year groups and all key student groups across the school culminating in our best GCSE results under the Progress 8 system. We are projecting further significant improvements for current students. It is worth noting that in both 2017 and 2018 our overall Progress 8 projections were 0.2 below the final results indicating that our methodology is producing overall cautious but accurate projections. The school is now making clear and sustained progress towards our vision of Pudsey Grangefield School being ‘a truly inspirational and caring community of learning where everyone within it has been developed and supported to achieve their very best’.

Summary graphs



Action taken to address Ofsted 2016 report areas for improvement

Ensure that teachers provide work which challenges pupils, in particular the most able so they do not waste time doing work which is too easy

Action: All schemes of work were rewritten to ensure that students were challenged more. In addition a significant part of staff CPD focussed on ensuring staff taught in a manner which ensured the challenge for students was high but also that students were supported to tackle this more demanding work. In order to support ensuring that students were making good progress in lesson a major piece of work was undertaken regarding formative assessment techniques and this was one of the teaching staff's performance management objectives. Purple challenge tasks are now a routine part of lessons.

Impact: The progress and achievement of all students, our disadvantaged and more able students has risen significantly and projections for current students are indicating that this will be significantly above national averages in 2019. We are closing the gap between disadvantaged students and their peers at a rate which is twenty times the national average.

Putting in place more regular checks in line with the school marking policy to ensure that feedback given to pupils is meaningful, acted upon and has an impact on pupil learning and progress

Action: There is a clear Quality Assurance calendar which stipulates when subject areas should undertake all aspects of monitoring including book scrutinies. In addition the teaching and learning team led by an Assistant Principal undertake book scrutiny throughout the year. Using the DfE reports into teacher workload we adapted our policy so that an aspect of a students work is marked once every 3 weeks. Students respond in their books using red for reflection.

Impact: The data and book scrutinies show that the progress students are making in lessons and as measured by assessments has increased significantly.

Increase the opportunity for students to practise their writing skills in all subjects so pupils develop stronger literacy skills and become more confident in their use and spelling of subject specific key words.

Action: We introduced a 20 minute silent working time in lessons with the specific aim of increasing the amount of time students were expected to write for in lessons. It is clear from the work that students now produce in their books that they are developing their writing skills and becoming more confident in the process. In addition the transformation of our English department has significantly raised the quality of students' literacy and this has impacted across all subjects in the school.

Impact: There has been a step change in the amount of quality of written work in students' books. In addition these improvements have led to greater resilience and confidence which has increased our students' performance in their exams.

Monitor the impact of PSHEE to ensure pupils receive high quality information and have the opportunity to reflect and deepen their understanding of issues that are important to them and their communities

Action: A permanent TLR post was established to lead PSHEE. A comprehensive programme was developed which is delivered in Form Time. In addition dedicated PSHEE lessons were introduced in Year 7 – 10. The monitoring of PSHEE was brought into the teaching and learning team brief to ensure consistency of approach. Assemblies have been used to address many complex issues such as the rise in terrorist attacks and radicalisation.

Impact: The quality of our PSHEE programmes are good. In addition we can see that our students have developed a wider view of the world and the challenges facing us all. An indication of this is that immediately after the Paris terrorist attacks, a group of our students used social media that weekend to organise a minutes' silence. This was 24 hours before the UK Government announced a national minutes' silence as a mark of respect.

Improving further the quality of careers advice and guidance and 16-19 study programmes

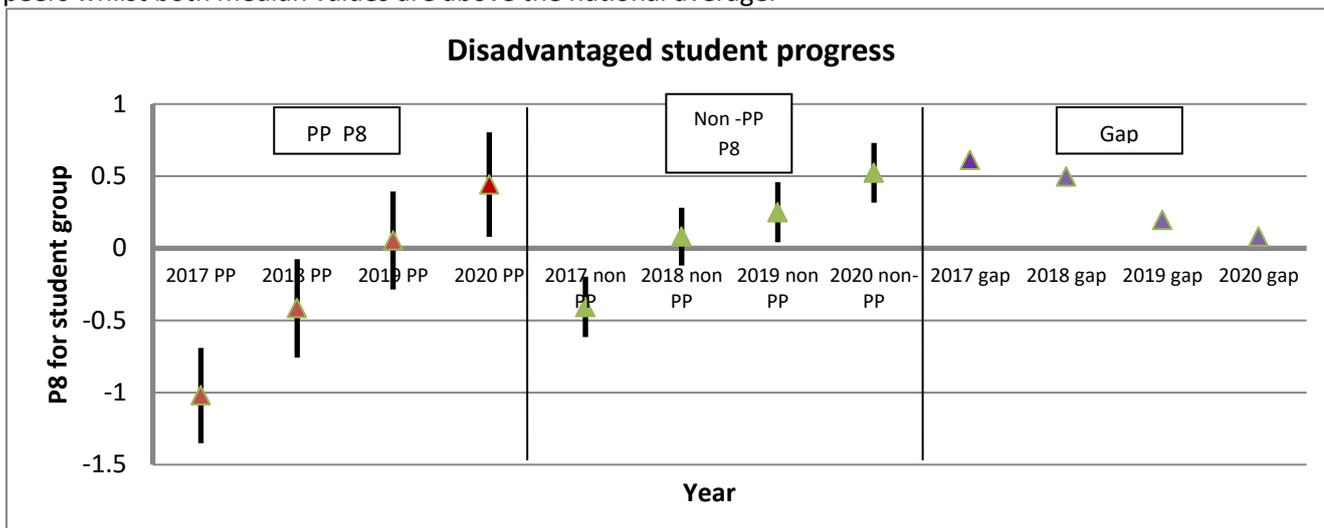
Action: A permanent careers' advisor has been appointed and they have been trained to Level 6 standard. A comprehensive careers programme has been developed and implemented. Further details of this can be found in the careers section of our main SEF. In addition all Post 16 students are offered the opportunity of a work placement.

Impact: Our NEET figure is exceptionally low and we have over 90% uptake in work placements for our students.

Effectiveness of Leadership and Management (Good)

Summary

The effectiveness of leadership and management is good. The actions of Governors, leaders and managers at all levels have led to rapid improvements across the school as acknowledged in our 2016 Ofsted report and a letter from Amanda Spielman (Ofsted's Chief Inspector of Schools). Since the last inspection several significant improvements in leadership and management have taken place. In 2017-18 the impact of these further improvements led directly to a step change in performance across the school in all areas and groups with further increases projected for current students. The progress of disadvantaged students has increased significantly from -1.02 in 2017 to -0.416 in 2018. This is projected to rise further in 2019 to +0.055. The gap between non-disadvantaged students and the disadvantaged is narrowing rapidly. The pattern is similar with the progress of our disadvantaged more able students to the point where their progress is projected to be higher than their most able peers whilst both median values are above the national average.



As a result of the changes we have made across the school, in 2018 the progress of all GCSE students **rose significantly (by almost 0.6)** allowing the school to achieve its best ever performance under the Progress 8 system. All key measures were in line with the national average. The **progress of current GCSE students is predicted to rise even further in 2019** taking our projected Progress 8 figure to +0.2 with many areas being significantly above the national average. In addition the **progress of disadvantaged students has risen dramatically from -1.02 in 2017 to -0.416 in 2018**. This median for this measure is projected to increase further to +0.055 in 2019. In conjunction with this the gap is consistently narrowing. At the current rate of reduction, the gap between all of our disadvantaged students and their peers will close in 2021. The gap nationally is projected to take 100 years to close (source: Education Policy Institute Annual Report July 2018). It means that the rate we are closing the gap is **thirty times faster than the national average**.

The performance of our **more able disadvantaged students is projected to exceed that of their peers in 2019** with both measures being in line with the national average. Historical **underperformance of our middle ability disadvantaged has been addressed and their progress is continuing to rise rapidly**.

Our assessment system proved to be valid and reliable last year, leading to accurate estimates of student performance. Both our 2017 and 2018 overall estimated Progress 8 figures were 0.2 below the actual results value. This clearly shows that **our predictions err on the side of caution** and provide confidence when examining the progress of current students in the school as we are using the same systems and methodology.

Next steps:

- Create a curriculum model to further widen the range of courses taught at GCSE
- Increase the opportunities and take up of extra-curricular activities.
- Ensure that departments offering new courses in Year 9 and 12 are supported and delivering the courses properly.
- Create a Post 16 Year 12 curriculum model for Sept 2019 to reduce the number of students travelling in the confederation.
- Working with the maths department to support and develop the new leadership
- Developing the next generation of leaders through our Associate TLR and SLT roles in combination with NPQML and NPQSL courses

Quality of teaching, learning and assessment (Good)

Summary:

There have been significant improvements in the quality of the teaching, learning and assessment across the school since the new Principal took over in 2014. Teachers plan their lessons well to support students' learning. The quality of behaviour for learning in lessons has significantly improved with much more focus and fewer lesson removals allowing teaching and learning to proceed. The leadership of teaching and learning has been enhanced by the establishment of a teaching and learning team. The impact of this has been that the number of staff on support programmes has fallen from 18 in 2015-16 to zero this academic year. In July 2017 all new NQTs successfully completed their induction in the school and were retained by the school. This compares with previous NQTs who did not remain, citing poor student behaviour as a key factor.

Quality assurance takes place through lesson observations, no notice learning walks, Departmental and Year Group book scrutiny. In accordance with OFSTED practice, the school no longer grades individual quality assurance events but does use a Gold/Silver/Bronze system across key indicators to ensure good standards are adhered to. Areas of practice highlighted as Bronze in QA events are followed up through Departmental support and scrutiny or intervention by the T&L team. 156 individual work scrutinies were recorded across the year in addition to 166 learning walks and 122 lesson observations. CPD and further monitoring events ensure the quality of teaching is good and that school standards are met. While the school no longer collects data on the outmoded 1-4 grades, school leaders are clear about where teaching needs to improve and individuals are given regular and clear guidance on how to deliver effective lessons in the classroom.

Following our 2016 Ofsted inspection, CPD events focussed clearly on responding to the areas of development identified: improving the quality and frequency of extended writing in lessons, increasing the level of challenge for all students and on improving the quality of marking. The school has introduced 20 minute periods of silent work into classrooms which have been used to promote extended writing and CPD sessions have been used to model and develop ways in which this can be supported in lessons. All lessons and schemes of work now include the purple challenge activities and the approach of all Departments is to set the bar high and 'scaffold up' rather than limit students through a focus on fulfilling simple learning objectives. There has been a relentless focus on the quality of marking. Departments work to marking schedules where pieces of work to be marked deeply are identified and good practice has been shared both across and within Departments. Book samples and student voice are taken at whole school, department and individual class level. Work scrutiny takes place in link meetings, during learning walks and during larger scale book sampling.

In 2017-18, in response to research findings, the school used our teaching staff's appraisal objectives to drive forward an initiative on low stakes testing in classrooms. Regular QA events, student voice and staff discussions indicated these had become a regular and effective part of lessons over the year, making a significant contribution to improvement in our results in 2018. There has also been a significant focus on quality homework with the introduction of online systems enabling weekly monitoring of what is set by teachers and parents, the introduction of text message notifications to parents when homework is unfinished and an 'on the day' detention for Year 11 students. These actions have helped to transform the attitudes of students and many parents to revision and independent study.

Through using our core values in the classroom (in particular respect, resilience and ambition) teaching staff are ensuring a transformation in the ethos which means that students are more focussed than they have ever been in lessons and are making better progress in lessons as a result. The quality and quantity of work produced by students has greatly improved. The impact of this improvement in teaching and learning is clearly shown in our results for 2018 which represent a step change in performance. In addition our outcomes are forecast to improve even further in 2018-19.

Next steps:

- Improving the teaching of the most able and disadvantaged students
- Improving participation, engagement and the efficacy of AFL in lessons
- Improving quality assurance processes
- Providing subject specific CPD with a focus on improving student results

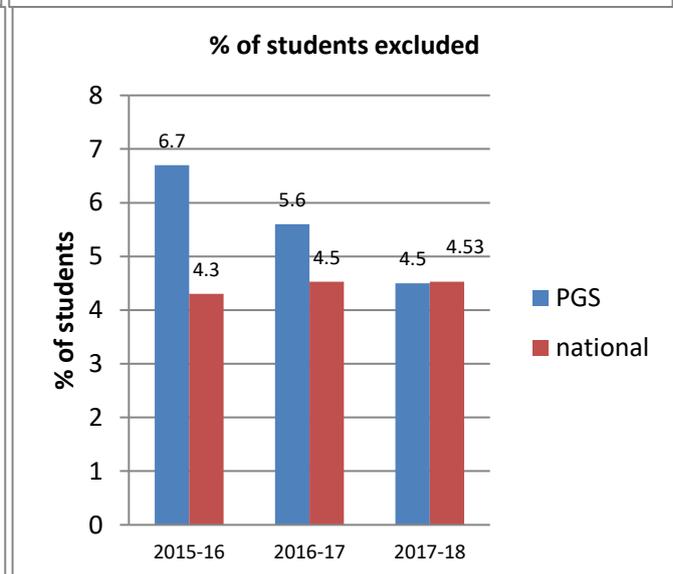
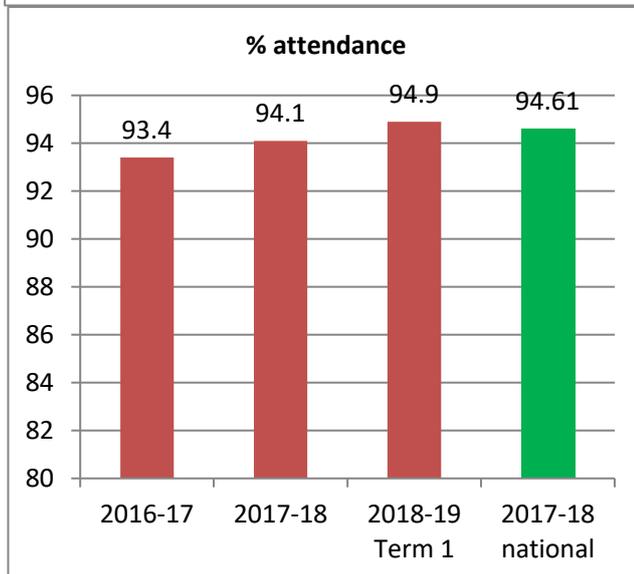
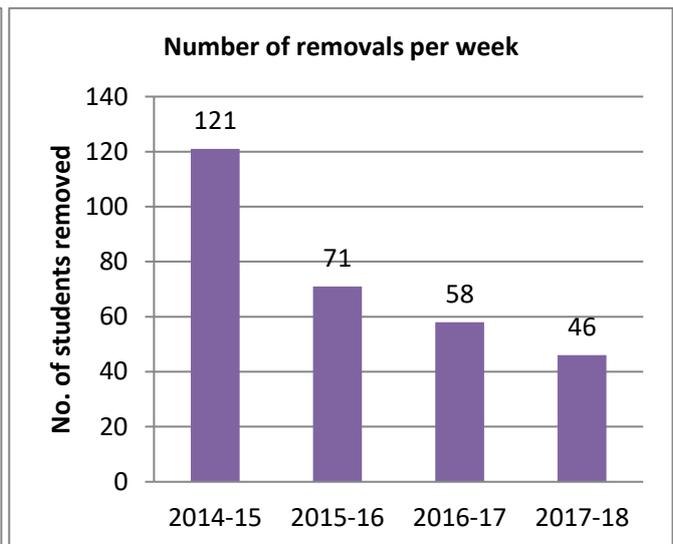
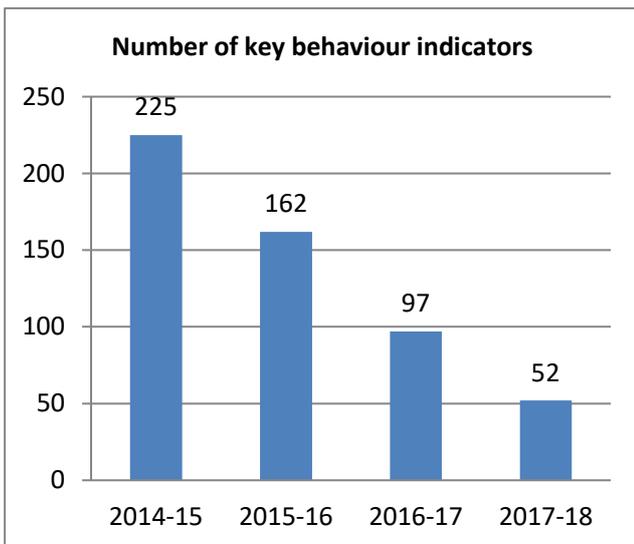
Personal development, behaviour and welfare (Good)

Summary

The establishment of a clear behaviour system to support student development and promote our values has been one of the key aspects which has led to a transformation in this key aspect and has provided a secure foundation on which to improve all other aspects of the school's work. Students' personal development has been significantly enhanced with the introduction of Form Time in September 2016 which allowed the PSHEE curriculum to be delivered in an effective way supported by our assembly programme. It is clear that a highly positive ethos and a culture of mutual respect has been established across the school. The work in this area of the school is having a significantly impact into the students' behaviour for learning across the school.

Pastoral support for our students is extremely strong and our assembly programme helps embed fundamental values along with support student understanding of national and global events.

Our core values have provided a framework on which to base many of the themes in assemblies and Form Time. The school's safeguarding procedures were judged by Leeds City Council in a school-requested independent audit in April 2018 as being good with several exemplary features.



Careers

Since the last inspection the quality of careers advice has improved with each year group having a structured careers programme throughout the year. One of our action points from the last inspection related to work experience placements. In 2016 -17 all students were offered a work experience placement and 92% of our Year 12 students took up the offer, which represents a significant improvement from 2015-16 which was the period covered by our last inspection. In addition in 2017-18 all students were offered a work experience placement and 90% of our Year 12 students took up the offer. In all cases for those who did not take up the work placement there were extenuating circumstances. We as a school have been working towards meeting the statutory guidance published in Jan 2018 and as a result we have a career policy in place which has been approved by our governors

and published on our website. The school is also significantly ahead of meeting all of the Gatsby benchmark criteria for careers years in advance of the national deadline. In addition we have a career plan for Year 7-13 students have been created, approved & published on the website. We have appointed a highly qualified Career Lead and we have sourced additional training by Teach First for the Career Lead.

We have a Trust which consists of several high calibre employers such as M and S, HSBC bank, RM education services and a regional apprenticeship training provider. All Year 10 students had an individual career interview with these employers focussing in interview skills. Work placement provision in the 6th form has improved since the last inspection. In addition we hold an extremely well attended annual careers fair for Y10 -13 students in January to provide students with independent advice from over 100 employers, FE, HE and apprenticeship providers.

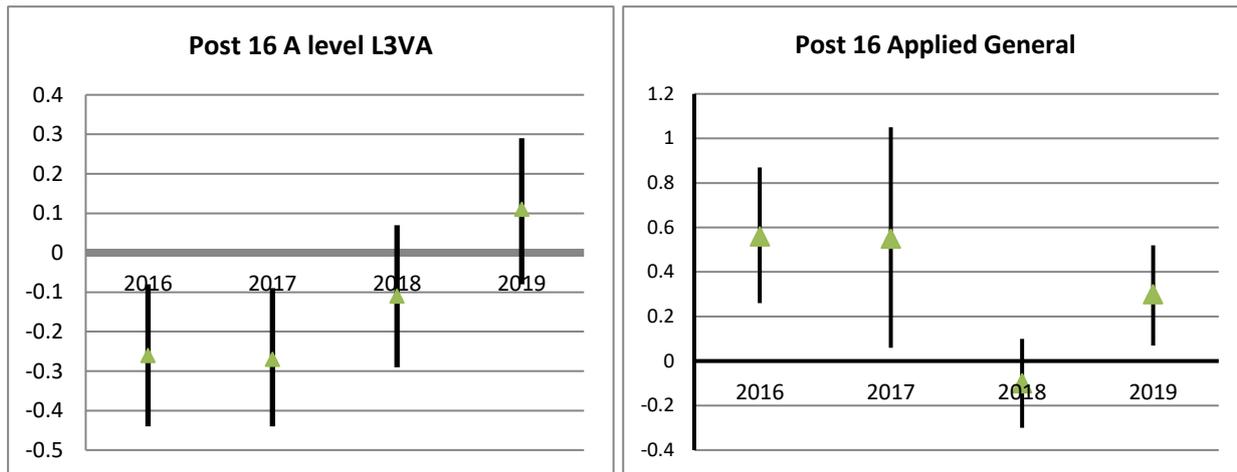
Next steps:

- Improving attendance
- Improving our pastoral interventions
- Improving the support for Emotional and Mental Health
- Improving student leadership and rewards

Outcomes for students (Good)

Student Progress

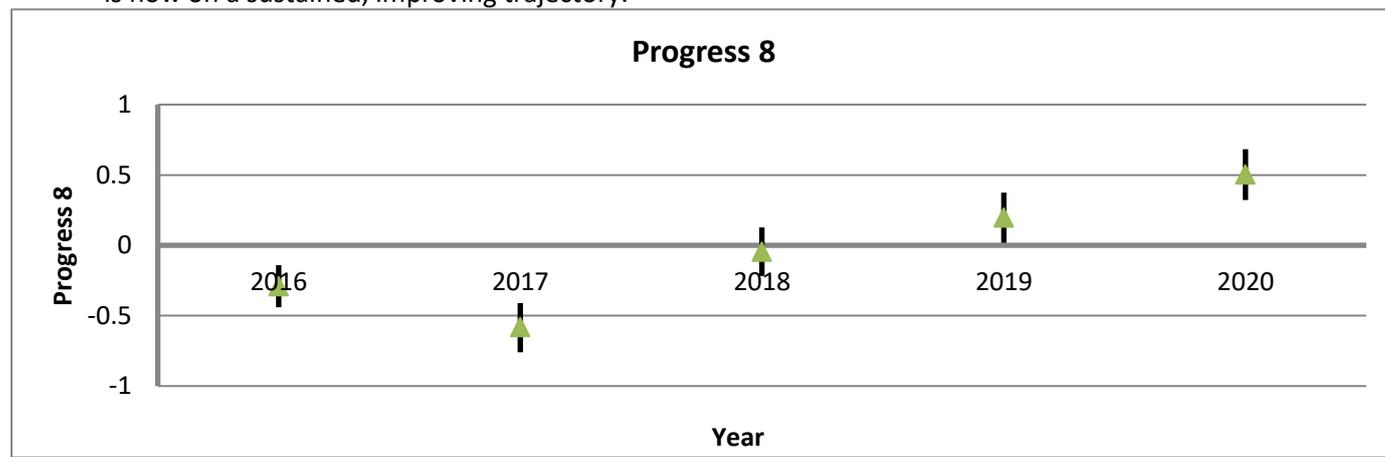
Post 16



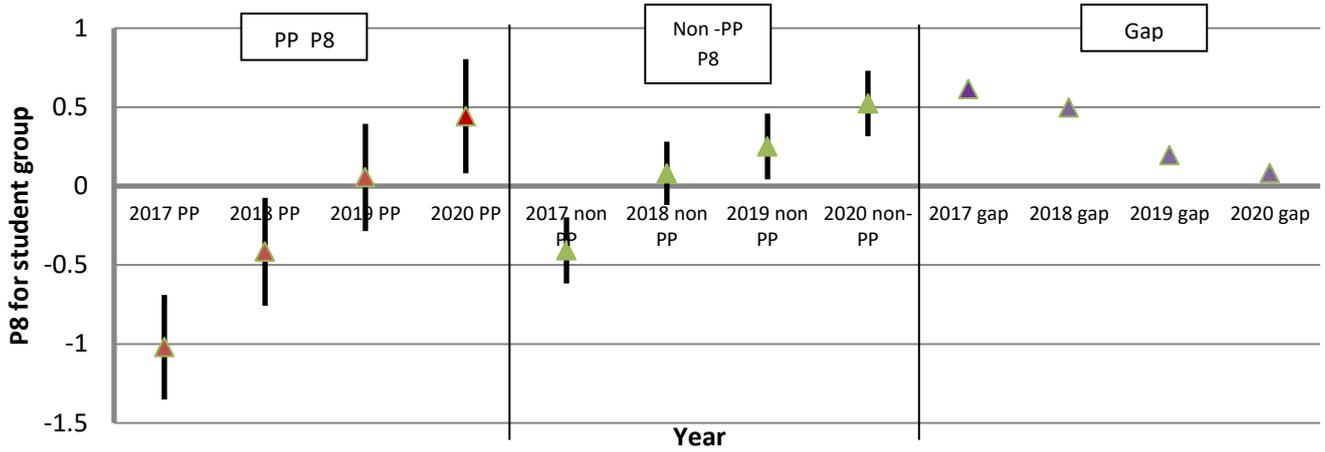
- The progress of our 2018 Year 13 students has improved and was in line with national averages at A level with an L3VA median of -0.1, with an upper limit of +0.1.
- The progress of our Applied General students has declined but may be a reflection of the more rigorous BTEC courses and assessments. The progress of our Applied General students is in line with the national average.
- 69% of A level courses are above average or improving. 67% of BTEC courses are above average or improving. In addition our BTEC performance has been significantly above national averages for three successive years.
- The three year value added trend for the school shows the Post 16 results in the school improving after a two year drop

KS4

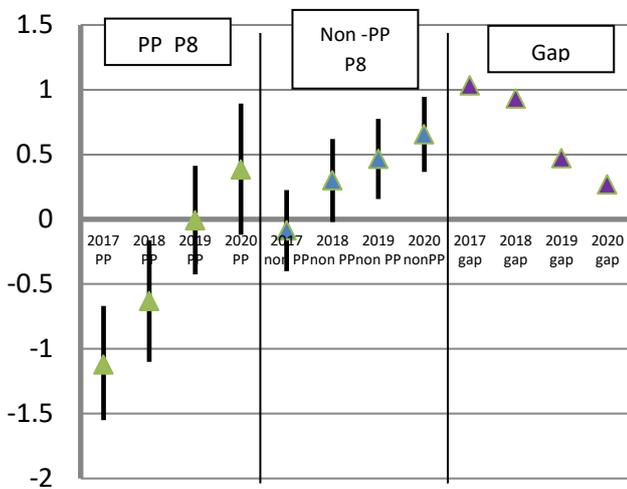
- The progress of our 2018 Year 11 students showed a significant improvement on that of previous years with projections now being in line with the national averages for all key measures and groups. Progress of current Year 11 students shows an even greater level of improvement.
- The three year trend shows an improving pattern until 2017 which as stated above showed a catastrophic drop in all key areas. Progress 8: 2015 = -0.36, 2016 = -0.29, 2017 = -0.58, 2018 = -0.05 (upper = 0.13, lower = -0.23) which shows that projected Progress 8 is rapidly improving and clearly in line with the national average. We are using the same projection methodology as 2016-17 which was an accurate if slight underestimate. The graphs on page 1 and those below clearly illustrate the suffered an implementation dip in 2017 due to taking robust action to improve the leadership in key areas. All measures indicate the school is now on a sustained, improving trajectory.



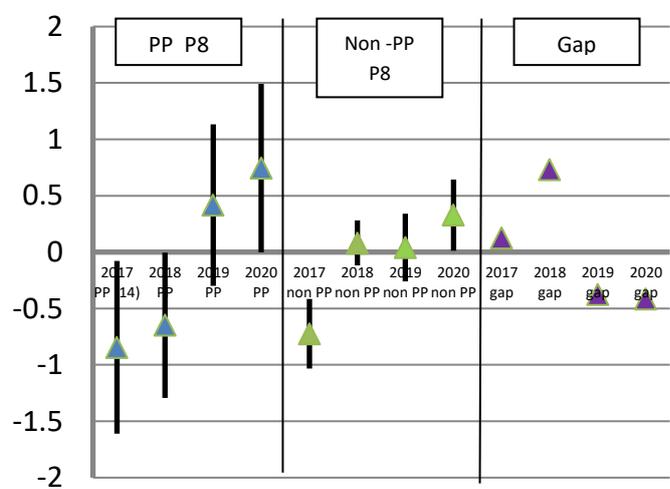
Disadvantaged student progress



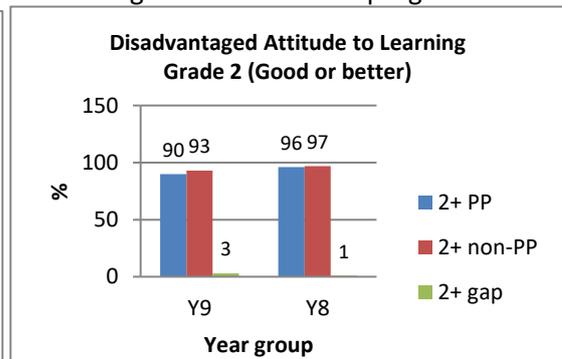
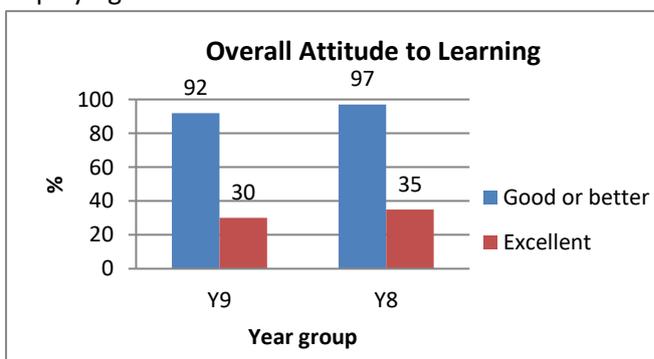
Disadvantaged middle ability



Disadvantaged most able progress



- KS3**
- The progress of current Year 8 and 9 students against challenging targets (FFT top 20%) is good. The average percentage of Year 8 students who are on track to achieve these challenging targets is 82%. The average percentage of Year 9 students who are on track to achieve these challenging targets is 78%.
 - An analysis of students' attitude to learning scores shows that the vast majority of students are regularly displaying the behaviours which allow them to make good or better progress in lessons.



Next steps

- Improving the progress of our disadvantaged students
- Improving the progress of all students in maths
- Improving the progress of our most able students
- Improving literacy levels across the school

Effectiveness of 16 – 19 Study Programmes (Good)

Overall effectiveness summary:

The progress of all of our A level subjects is in line with the national average. Our Level 3 value added score rose from -0.27 in 2017 to -0.1 and in line with the national average in 2018. This is projected to increase further in 2019 with a projected score of +0.03. Our most able students are making good progress as reflected in the high proportion who achieve at least two facilitating subjects at grade AAB. This measure is 25% for 2018, which has risen from 20% in 2017. This compares with a national average of 17% for the same measure. There are 16 A level subjects for which we have L3VA progress data for 2016 – 18. 69% of these subjects are improving. In addition there are 6 Applied General subjects and in 67% of these subjects are either above national averages or improving. All of our Post 16 students are offered high quality work experience in Year 12 and over 90% take up the opportunity. Our NEET rate is consistently above the national average and our students' progress on to high quality apprenticeships, college courses.

All students who have not achieved GCSE maths or English at a grade C or better undertake a structured resit course. Students are making progress along similar lines to the national average for these resit courses. Three year average shows 33% of students making progress in their maths and 57% of students making progress in their English.

Next steps:

- Make further improvements to the progress of Post-16 students
- Build on the significant expansion on Post-16 numbers to aim for a Sixth Form of 215 students in September 2019

Sixth Form - Effectiveness of Leadership and Management

Leadership and management at Post-16 are strong, fostering a culture of high expectations and seeking to raise aspirations both within the classroom and in relation to Post-16 progression. The separate leadership of Year 12 and Year 13 enables effective continuity from Year 11 into 12 and ensures Year 13 receive bespoke advice related to their progression and final examination preparation. The team are proactive at planning and implementing change, monitoring progress against L3VA through regular data points and resolving conflicts/issues, working alongside all stakeholders (students/staff/parents) in a positive manner. All students are monitored closely with underperforming students supported to encourage re-engagement and progress. L3VA reports, produced after each data point, are provided to subject leaders with a request to identify intervention strategies.

Each Director of Studies leads a team of mostly experienced Post-16 tutors. Tutors deliver to their cohort of students a range of relevant PSHE topics and current affairs as well as supporting them with their career progression (utilising the UNIFROG portal) and course management.

Sixth Form - Effectiveness of Teaching and Learning

Across the curriculum at Post-16, lessons are delivered with clear instructions and good visual aids, and by staff who are knowledgeable about their courses. There is much evidence of strong Q & A techniques which occasionally target specific students and involve stretching questions with student support. Lessons use varied and differentiated task and resources, with some evidence of excellent feedback and Red for Reflection. Students show a good level of engagement and are attentive, and relatively small class sizes encourage all students to be involved with 'No Opt Out' of discussion or demonstration of understanding. There are good examples of impressive subject knowledge and recall from students. There is a very supportive atmosphere with lots of praise and verbal feedback, with strong emphasis on learning. The improvements which have taken place in the quality of post 16 teaching are now beginning to show an impact on the student outcomes which improved rapidly in 2018 and are projected to continue improving in 2019.

Quality assurance takes place through lesson observations and no notice learning walks, which are carried out on a half-termly basis (in line with whole school policy)

The Post-16 team also carries out regular 'Folder Checks' of student work. This is both to QA Post-16 lessons and also to determine how effectively students are using their folders in line with expectations.

Our Sixth-form operates as part of the Pudsey Confederation, working closely with Sixth-forms at Crawshaw and Priesthorpe. The 'Pudsey Confederation' has developed its QA to create an evidence based piece of self-evaluation.

Sixth Form - Personal Development of Students

Morning tutor time ensures a range of relevant PSHEE issues are covered alongside our whole school PSHEE days. In addition, students work closely with their tutor to develop their UNIFROG 'portfolio' over the months January (Year 12) – December (Year 13). Applications to University and Apprenticeships are fully supported in Year 13 through visits to school by universities and apprenticeship providers and through bespoke support in writing personal statements.

Students are effectively supported towards aspirational and targeted extracurricular experiences, e.g. Reach for Excellent, Access to Leeds, Oxbridge programme and MediLink tutors.

High quality work experience is offered to all Year 12 students in the summer term, with 90% taking up this opportunity.

In January the Sixth-form holds its annual and bespoke Careers Fair, a highly engaging and well represented event.

Progression Module introduced in 2017 is an additional qualification open to all Year 12 students, and sponsored by Huddersfield University. PASS RATE in 2017-18 was 88%. The modules are designed to support students in preparing for life after Sixth Form, focusing on their Higher Education Opportunities or employment routes. Students receive a weekly lesson working through modules on CV writing, letters of application and personal statement, consider the financial costs of going to university and effectively research universities, careers and apprenticeships. Increased uptake in 2018.

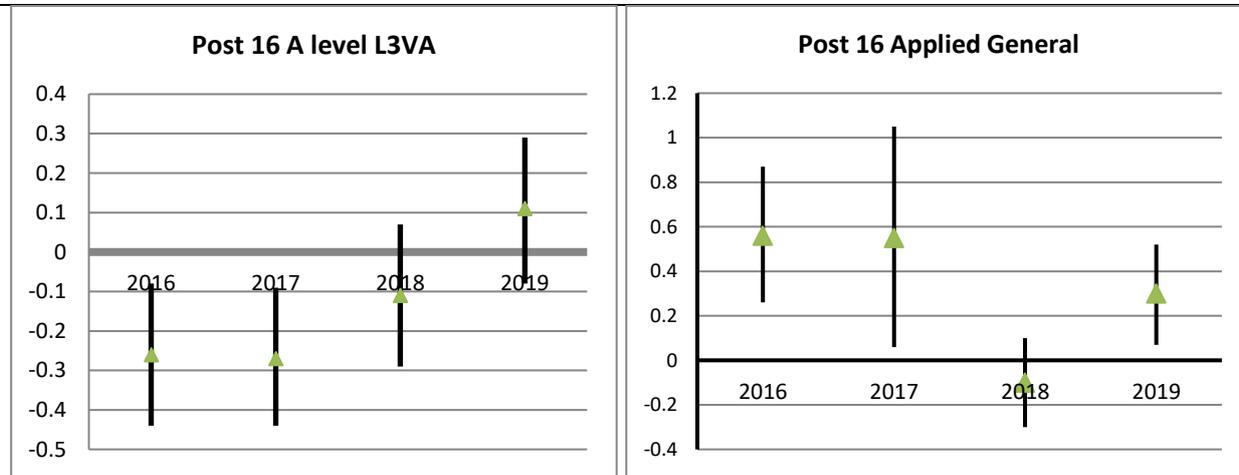
Post-16 Students are provided practice interview opportunities through links with both Huddersfield and Bradford universities and through the Red Kite alliance, alongside the sessions held as part of tutor time.

EPQ available to all students in Year 13, but from Autumn 2019 the plan will be to introduce to wider cohort of students in Year 12 to promote more effective research techniques and report writing. In addition, the **DofE** is available to students from Year 12

The leadership opportunities available to Post-16 students include 'Reader Leaders' (supporting students in KS3 with their reading), coaching within KS3 lessons and supporting with charity initiatives.

Welcome Week, held in the summer term following GCSE examinations, is an opportunity for Year 11 students to experience Post-16 'taster' lessons alongside developing their understanding of the expectations and opportunities of Post-16 learning.

Outcomes

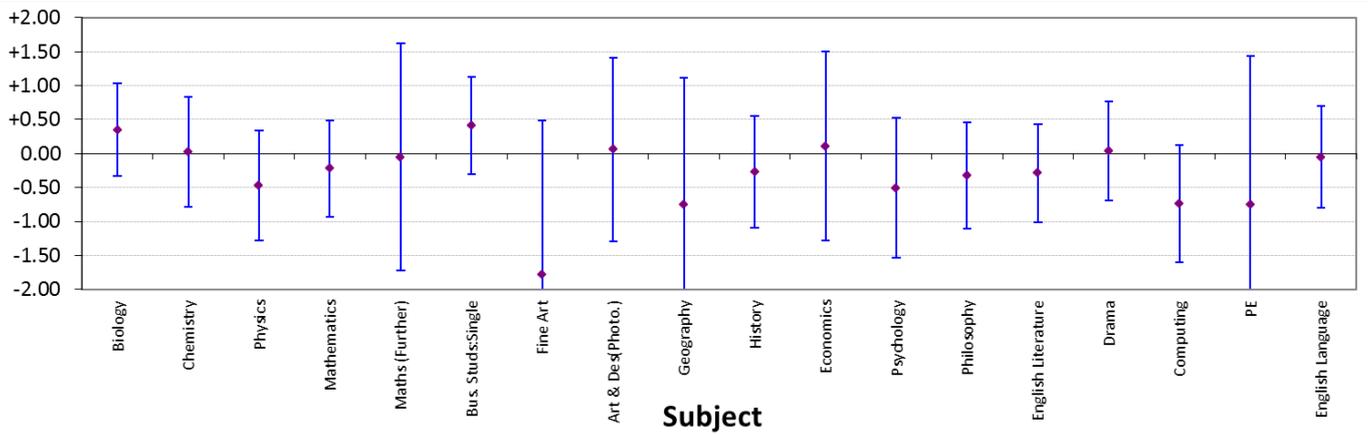


Projections for 2019 suggest a continuing trend of improving outcomes with a predicted L3VA of **+0.11**, with confidence limits between -0.08 and + 0.29.

Accuracy of predictions

Predicted L3VA October 2017: -0.05 Predicted L3VA January 2018: -0.08 Final Exam L3VA: -0.1 (similar pattern for **current Year 13** allows us to confidently predict an L3VA in line with or better than the national average in the summer of 2019)

A-level performance across all subjects in 2018 was in line with the national average.



- The overall progress of our 2018 Year 13 students was in line with national average at A level with an L3VA predicted measure of -0.16, with an upper limit of +0.06.
- 69% of A level courses are above average or improving. 67% of BTEC courses are above average or improving. In addition our Applied General performance has been significantly above national averages for three successive years.
- The three year value added trend for the school shows the school improving after a two year drop
- AAB at 2+ facilitating subjects has risen from 18% in 2017 to 25% in 2018 (of qualifying students)

More Able Cohort

Students with prior attainment Grade A (KS4 > 49) secured L3VA of **+0.01** (52 entries) with confidence limits between -0.30 and +0.32. This is an improvement on results of 2016 and 2017:

Area of concern: Prior Attainment: Grade B (43<KS4<49) – currently 25 entries, L3VA **-0.61** (-1.03 to -0.19). This is a key area for 2018-2019 and departments already alerted to this fact.

	2015	2016	2017
A or above at KS4	54	57	73
	0.1	-0.2	-0.3

Projections for 2019

Prior Attainment: Grade A (KS4 > 49) –24 entries, L3VA **+0.01**
 Prior Attainment: Grade B (49 > KS4 > 43) –46 entries, L3VA **+0.27**

	2015	2016	2017
B at KS4	104	44	49
	0.0	-0.3	-0.3

Disadvantaged Cohort

For 2018 outcomes there were 9 students in this cohort representing 21% of A-level entries. The L3VA figure was **-0.21** with confidence limits between -0.68 and +0.25.

Projections for 2019

L3VA **+0.05**, with confidence limits between -0.33 and + 0.43 (28 entries)

	2015	2016	2017
Disadvantaged	18	16	19
	0.0	-0.4	-0.1

Females

For 2018 the L3VA figure was **-0.31** with confidence limits between -0.63 and 0.00.

Projections for 2019

L3VA **+0.03**, with confidence limits between -0.21 and + 0.28

	2015	2016	2017
Female	105	79	70
	-0.1	-0.2	-0.4

Males

For 2018 outcomes the L3VA figure was **-0.03** with confidence limits between -0.34 and +0.27.

Projections for 2019

L3VA **+0.20**, with confidence limits between -0.09 and + 0.50

	2015	68				0.1
Male	2016	43	-0.4			
	2017	71		-0.2		

GCSE Mathematics / English

All students who have not achieved GCSE maths or English at a grade C or better undertake a structured resit course. Students are making progress along similar lines to the national average for these resit courses. Three year data from 2015-2018 shows 33% of students making progress in their Mathematics and 57% of students making progress in their English.

English (national figures in brackets)

KS4 Grade	Number	% improved	% C+
Fail	0		
F to G	0		
E	8	63 (32)	0 (9)
D / 3	39	56 (35)	56 (35)

Mathematics (national figures in brackets)

KS4 Grade	Number	% improved	% C+
Fail	2	50 (70)	0 (0)
F to G	16	38 (40)	0 (1)
E	6	17 (24)	0 (5)
D / 3	43	30 (37)	30 (37)

Progression

In 2018, there were 45 applications to university (59% of cohort), with one application to Cambridge (student missed out by one grade) and 16 students holding offers from Russell Group. Nine students were placed at Russell Group.

2018

University	Apprenticeship	Employment	College	Year 14	Unplaced (GAP/other circ.)
38 (50%)	13	11	4	7	3

2017

University	Apprenticeship	Employment	College	Year 14	Unplaced (GAP/other circ.)
48 (60%)	6	13	4	7	2

2016

University	Apprenticeship	Employment	College	Year 14
39 (50%)	15	21	0	3