

Pudsey Grangefield School

Mount Pleasant Road, Pudsey, West Yorkshire LS28 7ND

Inspection dates

27–28 September 2016

| Overall effectiveness | Requires improvement |
|--|-----------------------------|
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Require improvement |
| 16 to 19 study programmes | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a school that requires improvement

- The variable quality of teaching and learning across the school has led to pupils not making good progress across a range of subjects.
- The school's marking policy is very clear, but pupils do not always respond to feedback from their teachers and therefore the feedback does not have an impact on pupil progress. Teachers do not always follow this up.
- The most able pupils are not sufficiently challenged to achieve all they are capable of. They are often just given more of the same tasks to complete rather than something which stretches their learning.
- Too often there are missed opportunities to extend or deepen learning so that pupils can make rapid progress. For example, opportunities for extended writing are lacking across the curriculum.
- Pupils do not have enough opportunities to fully explore issues that are important locally, nationally and globally. This is because the teaching of personal, social, health and economic education does not include enough time for this.
- Although a programme of careers guidance has been implemented, pupils do not fully understand how they are benefiting from it and need further opportunities to broaden their knowledge of the types of careers available to them.

The school has the following strengths

- Leaders and managers have worked tirelessly to ensure that systems and procedures have been overhauled to support learning and progress. These are beginning to have an impact on improving pupil progress.
- Due to the effective spending of pupil premium, attendance is improving for disadvantaged pupils across the school.
- Staff are enthusiastic, motivated and share the principal's vision to drive forward improvements in the school.
- Behaviour has improved rapidly since the last inspection due to the new behaviour system and the consistent application of policies by teaching staff.
- Progress in the sixth form is good because the quality of teaching and learning is good.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that all groups of pupils, including disadvantaged pupils, the most able and those who have special educational needs and/or disabilities, make at least good progress, by:
 - ensuring that teachers provide work that challenges pupils, in particular for the most able so they do not waste time doing work that is too easy
 - putting in place more regular checks in line with the school marking policy to ensure that feedback given to pupils is meaningful, acted on and has an impact on pupil learning and progress
 - increasing the opportunity for pupils to practise their writing in all subjects so pupils develop stronger literacy skills and become more confident in their use and spelling of subject-specific key words
 - monitoring and evaluating the impact of teaching of personal, social, health and economic education to ensure that pupils receive high-quality information and have the opportunity to reflect on and deepen their understanding of issues that are important to them and their communities.
- Improve personal development, behaviour and welfare, by:
 - improving further the quality of careers advice and guidance so that the programme is embedded and pupils are able to use the information to make fully informed choices about their next steps in education, employment or training.
- Improve the 16–19 study programmes by
 - ensuring that all pupils access an appropriate programme of work experience or work-related activity which supports their future aspirations and develops their employability skills.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal's vision for the school is rightly ambitious. Since his arrival he has improved the school culture, making it highly collaborative and supportive. Pupils have higher aspirations for their own learning and their futures.
- Turbulent staffing issues in the last academic year have slowed the progress of pupils overall. However, the principal took swift action to minimise the disruption to learning and prioritised recruitment to secure permanent staffing for this academic year.
- Through the effective action of leaders to implement a new behaviour policy, behaviour has improved significantly since the last inspection. One pupil described the change as 'phenomenal'.
- Leaders have overhauled the curriculum at key stage 4 so that more pupils have the opportunity to study the English Baccalaureate curriculum. Key stage 3 is developing alongside this, which is ensuring that pupils are prepared for the high demands of key stage 4. Through this, pupils develop the resilience to succeed. Pupils told us that they enjoy a variety of extra-curricular activities which support their learning and skills development.
- Following a review of pupil premium spending in 2015, actions were taken to use additional funding to build a network of support for disadvantaged pupils. The impact of this can be clearly seen in improving attendance and behaviour for this group. Impact on progress and outcomes is starting to be seen. Leaders have begun to target Year 7 catch-up funding effectively so that those who need to catch up make progress approaching that of their peers.
- The vast majority of staff are motivated and proud to work at the school. They value the opportunities for their own professional development and attend training regularly, which enhances the quality of their teaching.
- Leaders have a robust system in place for monitoring the quality of teaching, learning and assessment. This system has led to greater accountability and, as a result, teachers know how to improve their teaching. However, as a result of a high turnover of staff in the last academic year, it is too soon to say whether the new system has had sufficient impact.
- Middle leadership has improved. Middle leaders are held rigorously to account for the quality of teaching, learning and assessment, and the outcomes of pupils, at regular line management meetings with senior leaders. The middle leaders are effectively involved in monitoring and evaluating the quality of teaching, learning and assessment through lesson observations and the scrutiny of pupils' work. As a result, the quality of teaching, learning and assessment and marking and feedback is beginning to improve.
- Pupils are prepared for life in modern Britain because leaders have ensured that through form time activities, assemblies and across the curriculum topics relevant to pupils are discussed. Topics have included democracy, keeping safe, keeping healthy, the rule of law and the dangers of drug and alcohol misuse. However, pupils have not had sufficient opportunity to explore careers and are unsure of what careers are available to them.
- The special educational needs coordinator is highly knowledgeable and knows pupils well. He has developed a system of tracking for pupils who have special educational

needs and/or disabilities. This system is identifying where pupils need additional support with their work, so that help can be given swiftly and funding can be targeted appropriately. This is beginning to improve the progress that these pupils make.

- The local authority have provided some effective support, guidance and challenge to the school, resulting in improvements in the curriculum and teaching, which are beginning to have an impact on pupil progress.

Governance of the school

- Governors have a good understanding of the progress that the school has made since its last inspection and they have a clear, shared vision of how the school needs to continue to develop.
- Governors are rigorous about ensuring that they have had appropriate training which allows them to give strong and effective challenge to the principal.
- Governors have supported school leaders in tightening performance management procedures so that they effectively challenge staff at all levels to improve the outcomes for pupils and to promote effective practice across the school. Governors effectively monitor that these procedures are implemented successfully.

Safeguarding

- The arrangements for safeguarding are effective and all statutory requirements are met. Thorough checks are made on new staff and visitors to the school. Staff receive regular child protection training and updates, including on a new child protection policy. Consequently, staff have an up-to-date understanding of how to identify pupils at risk of harm and are quick to report their concerns to the designated lead for safeguarding. The school works effectively with other agencies including the police, social services and counselling services. Following training on child sexual exploitation and radicalisation and extremism, staff are now fully aware of how pupils might be more vulnerable. In liaison with other agencies the school has put in place a range of effective interventions which are reducing the risks that pupils face.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching across the curriculum is too variable. This means that the progress pupils make across the curriculum is not good. The quality of teaching is beginning to improve, and pupils are making better progress. However, improvements to teaching are not happening rapidly enough to ensure that pupils make good progress.
- The school marking policy is not always implemented effectively. This has led to rates of progress for some pupils not being as rapid in some areas because the pupils' response to marking is limited and does not lead to good progress.
- In some lessons, teachers do not use questioning skilfully enough to ensure that pupils are making good progress. Teachers sometimes accept superficial answers, which results in lost opportunities to extend and deepen learning.
- Over time, teaching has not been challenging enough to enable the most able pupils to make the progress that they are capable of. The most able pupils are not always given work that stretches them, which limits their progress.
- Errors in the accuracy of pupils' writing and mistakes in their calculations are missed too often in pupils' work when work is marked. There are occasions when important

subject-specific key words are misspelled and they are not corrected by the teacher. There are limited opportunities for extended writing, which means that pupils do not always have the chance to practise the skills that they are learning.

- The teaching of personal, social, health and economic education is not evaluated or quality assured. This means that pupils receive a variable diet of information. Some of the teaching of this subject is rushed and misses opportunities to deepen understanding and broaden pupils' knowledge about important issues in their local and wider communities.
- When expectations are high, pupils do rise to challenges. For example in GCSE physical education pupils made strong progress because they were challenged to justify their responses to effective questioning. In GCSE photography, pupils were encouraged to use their creativity and imagination to reach the highest standards. In the sixth form, in an A-level physics lesson the teacher was full of enthusiasm which motivated and enthused the students to work hard.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school promotes respect, resilience, integrity, compassion and ambition as its core values. As a result of this, the school has a calm and purposeful environment. Pupils say that there is a strong feel of community in the school.
- The work to support and develop pupils' mental health is a key strength of the school. Recently, the school has opened up the 'Green Room' which is providing additional support for pupils in times of need, for example when coping with difficult circumstances. The impact of this is that these pupils are attending school more often, completing work and keeping up with their peers.
- Pupils know what to do if they feel unhappy. They know who to report bullying to, and the majority of pupils say that when bullying happens it is dealt with quickly. Leaders deal effectively with the very small number of racial and homophobic incidents and uphold a zero tolerance approach to the use of derogatory language.
- The majority of pupils who completed the pupil survey said that they feel safe. Pupils say that they know how to stay safe because they are taught about keeping themselves safe, including being safe online.
- Pupils attend a wide range of extracurricular clubs, which supports their personal development. Pupils and staff are particularly proud of the 'strategy club', which is hosted by sixth form students and attracts pupils from across all year groups. This club helps pupils to develop their ability to make decisions and think quickly.
- The introduction of a nurture group into Year 7 for pupils who struggle with transition has had a positive effect on their well-being, and their confidence continues to grow.
- School leaders and teachers support pupils with issues that are relevant to them. For example, students in the sixth form have worked alongside school leaders to ensure equality of opportunity for all pupils. The current focus is developing pupils' knowledge and understanding of pupils from the lesbian, gay, bisexual and transgender community by raising awareness in assemblies presented by students.

Behaviour

- The behaviour of pupils is good.
- Since the last inspection, the number of behaviour incidents in school has reduced significantly. Pupils report that their whole school experience has improved because of this. Low-level disruption in lessons is rare and pupils are able to get on with their work in lessons.
- Despite some corridors in the school being narrow, pupils move in an orderly fashion around the school. At lesson changeover times, staff are at their classroom doors, welcoming pupils to their lesson. This adds to the calm atmosphere in the school.
- Attendance for all pupils is above the national average and has improved for disadvantaged pupils. Persistent absence is decreasing, in part due to a strategic appointment of an attendance improvement officer.
- Following a review of procedures, pastoral leaders have introduced a restorative justice approach following behaviour incidents. Those involved have the opportunity to put things right. The impact of this is a significant reduction in the number of incidents and frequency of repeat offences since it was introduced.
- Pupils are respectful of their school environment. For example, following breaktime and lunchtime, very little litter was left behind.
- An overhaul of the rewards system has led to a greater recognition of when pupils do well. Staff have a consistent approach to giving rewards, and pupils are motivated to receive them. The impact of this is that pupils are more prepared for learning.
- Pupils attending alternative provision have the opportunity to work on their emotional well-being and feel well supported with the issues they face. This helps them to be more focused on their progress and has improved their attendance and behaviour.

Outcomes for pupils

Require improvement

- The progress made by different groups of pupils from different starting points varies widely across subject areas. However, overall the progress pupils make is improving.
- The differences in performance between disadvantaged pupils and other pupils nationally in English and mathematics are beginning to diminish. This is because school leaders have rightly had a sustained and focused drive on improving the quality of teaching in English and mathematics. However, this focus on English and mathematics has led to the rest of the curriculum being less of a priority and progress rates across the curriculum are inconsistent because of this. Progress in science, however, has remained strong. The most able disadvantaged pupils make the same progress as their peers in school. The differences between the progress made by this group of pupils and their peers nationally are decreasing.
- Progress for pupils who have special educational needs and/or disabilities is beginning to improve as a result of stronger systems for tracking and assessment. This means that those pupils requiring help are identified earlier and given support which helps them to make better progress. The most able pupils are not making as much progress as they should.
- School leaders have very recently begun to refine their own systems for assessment and target setting. As a consequence, target grades have not been shared with pupils and they are therefore unsure of what they need to do to reach their potential.

- Accurate and targeted spending of pupil premium and catch-up funding, for example to build up strong support networks, has led to improvements in behaviour, attitudes to learning and attendance for disadvantaged pupils. As a result, disadvantaged pupils are starting to make better progress and differences between disadvantaged pupils and others nationally are starting to diminish.
- Pupils who are attending alternative provision have access to a wide range of examination subjects. Progress is regularly monitored by staff at the alternative provision and by school staff. Consequently, pupils make good progress while attending the provision. Pupils report that they are supported in their career aspirations and feel safe.
- A dedicated careers adviser works hard to ensure that all pupils leaving Year 11 go on to further education, employment and training. Despite this, the careers advice and guidance that pupils receive throughout their time in school is not deep enough and does not allow them to explore a wide range of career options effectively. However, they are prepared for the next stage of their training, employment or education.
- Pupils read regularly both at school and at home. In school, pupils are encouraged to read during form time as well as having a focus on reading in English lessons. The impact of this is that pupils are gaining in confidence and becoming more fluent in their reading.

16 to 19 study programmes

Good

- Sixth form leaders rigorously assess the quality of teaching and learning in the sixth form both in school and across the confederation. Any issues are swiftly addressed and acted on. Consequently the quality of teaching in the sixth form, overall, is good.
- Good teaching and positive attitudes to learning coupled with high expectations are ensuring that students make strong progress in the sixth form. This is especially evident for vocational outcomes, such as in multimedia, which are rising year on year and are above national averages.
- Academic outcomes are broadly in line with national averages. Leaders are fully aware of where there are areas for development; for example, English performance dipped due to staffing issues in the previous academic year. This was resolved and progress is better for current students.
- Pupils who enter the sixth form without a good pass in English and mathematics have timetabled sessions to improve their progress towards obtaining these. Attendance at these is good and, as a result, resit pass rates in both English and mathematics are higher than the national average.
- Personal development, behaviour and welfare are strong in the sixth form. Leaders and teachers ensure that there is a wealth of opportunities available to students. These include taking part in, and running, charity events, working with the community on a first world war commemorative event and training to become 'buddy readers' for younger pupils to support their literacy development. Students value these opportunities and say that they help them to be better prepared for life in modern Britain.
- The retention of students in Year 12 is improving. Although 2015 retention figures were below the national average due to pupils selecting some mismatched courses, 2016 figures are more positive. Previously, where students have not completed the

academic year, the school has ensured that they have moved on to employment or college destinations.

- Ninety-eight percent of students leaving the sixth form progress to university or employment. The number of students progressing to university is increasing each year. The school is particularly proud that students are gaining places at the Russell Group universities and the number of students securing their first choice place is increasing.
- Currently an insufficient number of students take part in appropriate work experience or work-related activity which supports their career aspirations and allows them to fully experience the world of work. Additionally, leaders have been over-reliant on the employer providing feedback to the students who have taken part in work-related activities, but this has not happened for all – meaning that some are unaware of how the experience has developed their employability skills.

School details

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| Unique reference number | 108079 |
| Local authority | Leeds |
| Inspection number | 10019724 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Secondary comprehensive |
| School category | Maintained |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in 16 to 19 study programmes | Mixed |
| Number of pupils on the school roll | 1191 |
| Of which, number on roll in 16 to 19 study programmes | 190 |
| Appropriate authority | The governing body |
| Chair | Ms Maggie Sheen |
| Principal | Mr Mark McKelvie |
| Telephone number | 01132 558 277 |
| Website | http://pudseygrangefield.leeds.sch.uk/ |
| Email address | h.buckle01@pudseygrangefield.co.uk |
| Date of previous inspection | 10–11 September 2014 |

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Pudsey Grangefield School is larger than the average secondary school.
- The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is below the national average.
- The proportion of pupils known to be eligible for free school meals is just below the national average.
- The proportion of pupils eligible for special educational needs support is slightly above the national average.

- The proportion of pupils who are supported with an education, health and care plan is just below the national average.
- The school has seven pupils who are currently accessing alternative provision on a part-time or full-time basis. The school uses a limited number of alternative providers including Aim Education, West 14 CLC, The Grafton Centre, The Pupil Tuition Team and Leeds City College.
- In 2015 the school met the government's floor standards, which are the minimum expectation for pupils' attainment and progress.
- The sixth form is part of the Pudsey Confederation in collaboration with two other secondary schools.
- Twenty-three members of staff have joined the school at the beginning of this academic year. The principal took up post in September 2014.

Information about this inspection

- Inspectors observed 34 part-lessons across a range of subjects, in all year groups. Several observations of learning were carried out jointly with school leaders. Inspectors also carried out learning walks, some jointly with the principal. Inspectors listened to pupils read, including the most able pupils.
- Meetings and discussions were held with pupils, teachers, middle leaders, senior leaders, teaching staff, the principal and governors, including the chair of the governing body and representatives from the local authority.
- Inspectors took account of 58 responses to Parent View, 35 responses to the staff questionnaire and 239 responses to the pupil questionnaire.
- The inspection team scrutinised a range of documentation including: the school’s self-evaluation and development plans; records relating to pupils’ behaviour and attendance; the school’s own information and data relating to pupils’ achievement and the quality of teaching and minutes from governors’ meetings. The inspection team also took into account school information from its own parental surveys.
- Inspectors reviewed safeguarding records, and associated policies and procedures including checks on the suitability of staff.

Inspection team

| | |
|--------------------------------|-------------------------|
| Debbie Redshaw, lead inspector | Her Majesty’s Inspector |
| Lynne Selkirk | Ofsted Inspector |
| Steve Rogers | Ofsted Inspector |
| Stephen Crossley | Ofsted Inspector |
| Helen Lane | Her Majesty’s Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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