

# The Grange School and Sports College

## Inspection report

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<b>Unique Reference Number</b>	109322
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	356526
<b>Inspection dates</b>	16–17 March 2011
<b>Reporting inspector</b>	John Seal HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	994
Of which, number on roll in the sixth form	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Dean
<b>Headteacher</b>	Steve Cook
<b>Date of previous school inspection</b>	5 December 2007
<b>School address</b>	Tower Road North Warmley Bristol BS30 8XQ
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<b>Email address</b>	stevec@thegrangeschool.net

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. They observed 35 lessons which involved seeing 28 teachers. Meetings were held with groups of students, staff and members of the governing body. The inspectors observed the school's work and looked at data on students' progress, a range of policies and planning documents, minutes of meetings, the school's self-evaluation documents, risk assessments, financial information, and the single central record of safeguarding checks on staff. The team analysed questionnaires returned by 148 parents and carers, 155 students and 59 staff.

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

- All students' levels of attainment, especially those in Years 10 and 11.
- How much progress different groups of students are making, particularly those who require additional support.
- Teachers' use of formal and informal assessment strategies both in the planning and teaching of lessons.
- The effectiveness of the systems and procedures leaders and managers use to improve, measure and analyse the rates of students' progress and the quality of teaching and learning.

## Information about the school

This is an average-sized secondary school and is a sports specialist college. The school is a hub centre for a sports partnership. Almost all of the students are of White British heritage. The proportion of students who are known to be eligible for free school meals is below average. The percentage of students identified as having special educational needs and/or disabilities is lower than average. Many of these have moderate learning difficulties, specific learning difficulties or behavioural, emotional and social difficulties. The school is part of a well-established local 14-19 partnership with five other secondary schools. An independently managed pre-school shares part of the school building but was not part of this inspection.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?****3****The school's capacity for sustained improvement****3**

## Main findings

The school provides a satisfactory quality of education. There are areas of strength and a steadily improving picture. Attainment has risen over the last three years and is now broadly average. The overall effectiveness of the sixth-form is satisfactory and improving. Teaching and students' progress are satisfactory and improving steadily. However, the use of assessment information in the planning of lessons and feedback to students is not consistent. The curriculum is wide ranging and well tailored, offering most students good choices of qualifications. This is underpinned by a well-organised and established partnership with the other schools.

The school's specialist status is a strong feature, with exemplary quality of teaching and key contributions to community links and partnerships with a wide range of organisations. The school cares for its students well. They are well supported and guided and as a result, students say they feel safe and looked after. Attendance is above average.

In most lessons, and generally around the school, students behave well, but there are a very small number of occasions when in a few lessons, unacceptable behaviour interrupts learning. Students have good attitudes towards developing healthy lifestyles.

Leaders and managers, including the governing body, have a broad understanding of what the school does well and where it needs to improve. However, little of this work is evaluated at a whole-school level and it lacks sufficient rigour or systematic analysis. As a result, the senior leaders and the governing body are not able to gain a clear overview regarding the progress and attainment of important groups of students or provide sufficient challenge and support for practice which requires improvement.

The school's steady improvements over time, especially the increasing attainment of students and the regular support from the local authority, mean that the school has satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise levels of attainment by increasing the rates of progress for all students.
- Ensuring at least 80% of teaching and learning matches the best practice in the school by the end of December 2011 by:
  - providing students with practical activities during lessons with more opportunities to learn independently

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- ensuring all teachers provide students with informal feedback about how to improve during lessons
  - using effective behaviour management strategies consistently in order to maintain a focus on learning
  - involving students in their assessments and target setting
  - sharing models of good practice across all departments.
- Ensuring leaders and managers at all levels, including governors, reduce the attainment gaps between different groups of students by :
- devising and implementing formal, systematic procedures which monitor, analyse and evaluate the data in order to target specific provision for key groups of students'
  - holding teachers to account for the progress of the students they teach, through regular monitoring, evaluating and reporting the quality of teaching and learning
  - monitoring and evaluating the precise impact of support and intervention programmes.

**Outcomes for individuals and groups of pupils****3**

Students generally enjoy school. This is reflected in their above average attendance. Students in Years 10 and 11 say that they enjoy the diploma courses where the practical course work and opportunities to be independent learners are key strands of their learning.

Students' attainment at the start of Key Stage 3 varies from year to year but is broadly average. Students make satisfactory progress. In the past, their attainment at the end of Key Stage 4 was below average. Over the last three years, there has been a steady rise in the proportion of students who attain five A\*-C GCSEs including English and mathematics. As a result, attainment at the end of Key Stage 4 is now broadly in line with the national average. In most lessons observed during the inspection, work seen and in the school's assessment information, indications are that students' progress is satisfactory and improving. Those students whose circumstances may make them vulnerable and those who are identified as having special educational needs and/or disabilities make satisfactory progress. There are an increasing number who attain GCSE results in line with their peers.

During lessons, students' behaviour is generally good, especially where the work is interesting and practical. Around the school, students are usually sensible and safe. However, in a small minority of questionnaires returned by parents and carers, students and staff, there were a few concerns raised about behaviour. In a very small number of conversations with students, and in a very limited number of the lessons seen during the inspection, there were occasional minor disruptions to lessons by students. This behaviour mostly occurs when lessons do not match the learning requirements of the students. In addition, a very small number of staff do not always tackle unacceptable behaviour effectively. The school has appropriate policies, procedures and strategies for dealing with unacceptable behaviour and these are gradually becoming more consistently applied by all staff.

Students say in their questionnaires and in discussions with inspectors that they feel safe and have high levels of confidence that adults will help them with their problems. The few

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incidents of bullying are tackled well. Students work well together and develop positive relationships with staff and other students from the different schools in the partnership. There are many good examples of students working collaboratively in their learning, especially in the diploma courses and team games in physical education (PE). This is a strength of the school and ensures that even though attainment in English and mathematics is only broadly average, students are prepared well for their future lives.

Most students have a good understanding of how to live a healthy lifestyle. The school's sports college status contributes very well in encouraging many students to take part in a wide range of physical activities. Students develop a good awareness of why regular physical activity contributes to their good health. The canteen has a healthy menu of snacks and lunches. Older students commented that this is an improvement on when they started at the school in Year 7.

Students are generally eager to take on responsibilities. For example, there is a head boy and girl and a team of prefects. Year 7 students are helped to settle in with a buddy system of older students. Students feel they have a voice through the school council. They contributed to the improvements made to the canteen and the food. However, aside from the effective community work through the sports specialism, there are only a few opportunities for involvement in the wider community and students are generally not fully involved in decisions about their learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

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## How effective is the provision?

The quality of teaching is gradually improving towards 'good' but the pace of change is slow. As a result, there are too many satisfactory lessons which are widely spread across most subjects, except music and PE, which are consistently good or better. Consequently, students' progress is generally satisfactory. In the good lessons, teachers provide students with practical opportunities to work with each other and discuss their work. Lesson plans make good use of assessment information and students are provided with regular feedback about how to achieve their next steps towards the next level or grade. In some exemplary practice seen, students are involved in their self-assessment and choice of next steps, leading to good progress. In the less effective lessons, the focus on good progress and achieving higher levels is not sufficiently sharp enough to guide students and they all receive the same type of work regardless of their capabilities. Some lessons have low-level disruption from a very small number of students. Where this happens, teachers do not manage this disruptive behaviour successfully enough to maintain a good focus on learning.

The curriculum has extensive breadth to meet the needs of most students. For example, in Year 7, younger students' skills in independent learning develop well through programmes including 'Thinking to Learn'. In Key Stage 4, pathways are based clearly on individual students' needs. The well-planned and managed partnership arrangements effectively facilitate a wide curriculum in Key Stage 4, including a good range of diplomas and BTEC qualifications. The curriculum's successes are hindered from being outstanding by the underdeveloped nature of literacy and numeracy in some other subjects and an insufficiently rigorous and informative evaluation to gauge the full impact of the provision.

The school cares for students well. Year 7 students settle in quickly because of the good transition arrangements, which include older students acting as 'buddies'.

Students have access to a good range of personal and careers advice. Individual students whose circumstances may make them vulnerable are supported well because of the school's strong links to external agencies. Exclusions have reduced because of the effective work of the inclusion resource unit. Child protection cases are managed effectively. Persistent absences are low. Students say they feel well supported if they get behind in lessons, through such strategies involving all senior leaders mentoring those students at risk of falling behind. Nonetheless, despite the school's impressive approach to this aspect of its work, there are no formalised systems or procedures for measuring and analysing how effective all these strategies are.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The headteacher and senior leaders are committed to improving the school. Despite challenging financial issues in the past, the school is now on track to work within its financial means. With some additional support from the local authority, much has been achieved to improve the effectiveness of middle leadership, particularly their monitoring role of teaching and learning, but it is not consistent enough. Over the last year, targets are more regularly met or exceeded but not for all groups of students. Individual student progress is regularly reviewed to inform leaders and managers of where to target intervention programmes. The monitoring of the quality of teaching is accurate so the school knows where it needs to improve further. While a number of strategies are being implemented for improvement, the pace is not urgent enough to match the school's ambitions. The school is developing a generally positive relationship with parents and carers and there are good examples of well-attended meetings, regular newsletters and a variety of informal and formal channels of communication. However, a significant minority of parents' questionnaires commented that there were some occasions when they felt issues they raised were not always responded to quickly and not enough information about their children's progress was always available. There is little discrimination and there are harmonious relationships between different groups. The gaps between different groups of students are narrowing, but the school is not able to evaluate the impact of its intervention strategies to demonstrate its effectiveness with accuracy. Systems for securing the safeguarding of students are sound, with appropriate procedures in place for child protection.

The school has some good international and local links with different organisations. It is aware that students' awareness of the diversity within multicultural Britain is underdeveloped. Its sound plan for improvement based on an audit is beginning to improve community cohesion.



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*These are the grades for leadership and management*

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

## Sixth form

There is a general picture of steady improvement over the last year. This is because leadership and management of the sixth form have become more sharply focused on monitoring and evaluating both the quality of the teaching and learning and students' attainment. Consequently, students make at least satisfactory progress and, in some subjects, good progress resulting in average attainment at A and AS level, including some strong grades, and progress in the vocational courses. Advice and guidance for students is personalised and is generally well matched. Students value the wide range of courses available. Where the teaching is good, students are motivated and engaged. They take responsibility for their own learning and work collaboratively. However, in too many lessons, passive learning persists and skills for independent learning are not fully developed. Effective tracking systems alert students, teachers and parents and carers to any underachievement. Students report that care, guidance and support are strong and they feel that staff help them to make progress because of the improving academic tutoring. The partnership work with other schools has centralised leadership but the school staff play a significant role in collaborative timetabling and assessment arrangements. However, the role of staff in developing tracking beyond the head of sixth form, to ensure good progress, is underdeveloped. The head of sixth form's grasp of data is strong as is his ability to analyse current performance accurately. This has contributed to the recent improvement in results and the quality of learning for all students.

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*These are the grades for the sixth form*

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

## Views of parents and carers

Many of the parents and carers who returned questionnaires were positive about the school. Of the small number of parents and carers who raised concerns, most were around the extent to which the school takes their views into account, deals effectively with unacceptable behaviour, helps them to support their child's learning, meets their child's particular needs and helps their child to live healthily. The inspectors found some evidence that although the school is making great efforts to work in partnership with parents and carers, there are a few occasions when messages are not always followed up. Increasing numbers of students choose a healthier lifestyle. The inspectors noted that the school was increasingly effective in tackling unacceptable behaviour by improving the quality of lessons and behaviour management strategies employed by staff.

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

Ofsted invited all the registered parents and carers of pupils registered at The Grange School and Sports College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 148 completed questionnaires by the end of the on-site inspection. In total, there are 994 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	24	101	68	9	6	2	1
The school keeps my child safe	32	22	109	74	4	3	1	1
My school informs me about my child's progress	37	25	95	64	13	9	1	1
My child is making enough progress at this school	47	32	84	57	14	9	2	1
The teaching is good at this school	37	25	95	64	10	7	1	1
The school helps me to support my child's learning	28	19	94	64	10	7	1	1
The school helps my child to have a healthy lifestyle	27	18	99	67	18	12	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	22	92	62	10	7	1	1
The school meets my child's particular needs	35	24	94	64	18	12	1	1
The school deals effectively with unacceptable behaviour	35	24	82	55	22	15	6	4
The school takes account of my suggestions and concerns	20	14	98	66	25	17	3	2
The school is led and managed effectively	33	22	100	68	7	5	3	2
Overall, I am happy with my child's experience at this school	53	36	77	52	14	9	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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

## Common terminology used by inspectors

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

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



18 March 2011

Dear Students

**Inspection of The Grange School and Sports College, Bristol BS30 8XQ**

We visited your school recently. We met with groups of you, read the questionnaires that some of you returned and observed you in lessons and looked at your work.

Most of you told us that you enjoy school, feel safe and learn more when the lessons are practical and help you learn independently. A few of you felt there were a small number of students who sometimes disrupted lessons and that the school didn't help you to live healthier lifestyles. We agree with most of what you said. The school has been improving over the last three years. We found that there were some other areas the school could improve further and so we have judged that the school is providing you with a satisfactory education. These are the good things we found.

- The large majority of you know how to live healthy lifestyles, particularly by taking part in the many physical activities the sports college organise.
- Your attendance is above average and you generally get to lessons on time.
- The school's curriculum offers you a wide variety of courses because of the strong links with the other schools in the partnership.
- The school is caring for you well.

We have talked to your headteacher, staff and governors. They will be working on:

- helping even more of you attain better qualifications at the end of Key Stage 4 and the sixth form
- making all your lessons equally as good as the best ones
- regularly checking what you are taught and how much progress you are making.

You can all help by making sure you continue to attend well and work as hard as you can.

We wish you all the best for the rest of your time at school and your future lives

John Seal

Her Majesty's Inspector

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