

# Pudsey Grangefield School

## Inspection report

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<b>Unique Reference Number</b>	108079
<b>Local authority</b>	Leeds
<b>Inspection number</b>	377697
<b>Inspection dates</b>	17–18 October 2011
<b>Reporting inspector</b>	Robert Jones

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>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,161
<b>Of which number on roll in the sixth form</b>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Walker
<b>Headteacher</b>	Kenneth Cornforth
<b>Date of previous school inspection</b>	21 January 2009
<b>School address</b>	Mount Pleasant Road Pudsey LS28 7ND
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## Introduction

This inspection was carried out by five additional inspectors. The inspectors observed teaching and learning in 45 lessons, taught by 44 staff and held meetings with members of the governing body, staff and students. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of students' progress and child protection records. The inspection team received and analysed 90 questionnaires from parents and carers, as well as a number of questionnaires completed by students and from staff.

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

- The quality of teaching and the progress students make in mathematics.
- The effectiveness of plans and targets designed to support students with special educational needs and/or disabilities.
- The progress of students in the sixth form, particularly those in Year 12.
- The effectiveness of partnerships in promoting students' learning and well-being.

## Information about the school

This is larger than the average size secondary school with specialist status in mathematics and computing. The proportion of students known to be eligible for free school meals is below the national average. Fewer students than average are from minority ethnic groups and fewer than average speaks English as an additional language. More students than average have special educational needs and/or disabilities. The school holds various awards, including Healthy Schools status and the Artsmark Gold award.

In March 2011, Pudsey Grangefield School became a foundation school supported by the 21st century Learning Partnership charitable trust. The sixth form is part of the Pudsey confederation in collaboration with two other secondary schools.

**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?**

**2**

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

**2**

## Main findings

This is a good school. There are areas of its work that are outstanding, particularly in how students are prepared for their future economic well-being and the extent to which students feel safe. Students are supportive of the school's work, making comments such as, 'There is always a caring adult to turn to if we need them'.

Achievement has been rising year on year, with students making good progress from their starting points in Year 7. In past years, they made slower progress in mathematics but due to the school's swift response in improving provision in mathematics, this is no longer the case. Students make good positive contributions to the school, and sixth-form students provide good role models for their younger peers. Information and communication technology (ICT) makes a significant contribution to the school and mathematics is now better placed to contribute as well. While students understand the importance of leading healthy lifestyles, some, although not the majority, take action to improve their health through the school's health-promotion strategies.

The quality of teaching and learning is good overall. Most teachers plan carefully and show good understanding of students' needs. However, there are some remaining inconsistencies which are preventing the quality of teaching and learning from rising to outstanding. The good curriculum is broad and balanced, being particularly well matched to students' needs in Key Stage 4.

Leaders and managers at all levels are fully involved in the process of self-evaluation which is incisive, albeit occasionally generous in its evaluation of provision. School leaders monitor students' performance rigorously which leads to swift actions in remedying areas of underperformance. This has resulted in rising attainment, high attendance and significant improvements in mathematics. All the issues from the previous inspection have been addressed well. These factors illustrate well the school's good capacity to sustain its improvement.

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

- Improve the consistency and quality of teaching and learning so it becomes outstanding by:
  - matching work to students' differing needs with more precision

- extending the range of questioning techniques used by teachers so students are better challenged
  - giving students very precise feedback on how they should improve their work and allowing them the time to reflect on the advice given
  - increasing the opportunities for students to work independently through such activities as group work, discussions and collaborative problem solving
  - sharing more effectively the outstanding practice that exists in some departments in the school.
- Ensure a greater number of students adopt healthy lifestyles by:
- increasing the uptake of extra-curricular sports and health-related activities
  - discouraging students from bringing unhealthy food and drink into school.

## Outcomes for individuals and groups of pupils

2
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In lessons, students make good progress and behave well because in the majority of lessons, the work is well matched to students' different needs and the tasks are stimulating, challenging and fun. In a very successful mathematics lesson, students made rapid gains in understanding factorising through a series of tasks that were highly customised to the needs of students and which enabled them to work independently.

Overall, students enter the school in Year 7 with attainment that is broadly average and leave Year 11 with above average attainment. Overall, students' achievement is good and they enjoy school. The progress they make from their starting points in Year 7 is good and for most students in English it is outstanding. This is because the quality of teaching and the systems to promote good learning in English lessons are of high quality. In mathematics, students now make good progress due to much improved teaching and more rigorous monitoring of students' progress. Students with special educational needs and/or disabilities are integrated well into classes and make good progress. For example, in one Spanish lesson, students with special educational needs and/or disabilities developed their team work, social and literacy skills well by working together to make sentences in the past tense. In all subjects, students successfully extend and enhance their learning through the plentiful opportunities to use and apply ICT.

Students are exceptionally well prepared for their future economic well-being. The vast majority of students leave school with a good qualification in both English and mathematics. Students' attendance is consistently high, and aided by the school's specialism, they leave school with highly developed ICT skills. Students feel exceptionally safe from the threats of bullying. While the school encourages students to lead healthy lifestyles, only a minority takes part in extra-curricular sports and health-related activities. Furthermore, while the school meals service does provide healthy options and drinks, students sometimes choose to bring sugary drinks and unhealthy snacks into school.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

The quality of teaching and learning is good overall. In the best lessons, teachers question students to effectively promote their speaking and reasoning skills. In one highly effective drama lesson, the teacher skilfully questioned students by constantly probing for more detailed answers. The most successful teachers show great enthusiasm for their subject, which in turn enthuses and motivates students to learn. The majority of teachers uses ICT effectively to enhance learning. In some subjects, teachers give very precise details of what is good about a piece of work and how it should be improved. This was particularly evident in science, mathematics and English. Although work is most often matched precisely to students' needs, the quality of questioning is good, marking is helpful and students are usually given time to review and act upon advice and to work independently and in groups to solve problems, these aspects are not evident in all lessons. It is these inconsistencies which are preventing the quality of teaching and learning from rising to outstanding.

The good curriculum is broad and balanced, being particularly well suited to individual students' needs in Key Stage 4. Information and communication technology has a high profile in the school which benefits students across the curriculum. Good academic provision is made for students who fall behind with their work and for those with special educational needs and/or disabilities. A range of visits and visitors to the school enhances the experiences of students. Students' literacy and numeracy skills are developed well across the curriculum.

Good care, guidance and support means that the needs of students whose circumstances may make them potentially vulnerable are well met, that they attend regularly and feel very safe in school. Plans and targets to support students with special educational needs and/or disabilities are of high quality, although they are not always used as well as they could be to support learning in the classroom.

<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

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>

## How effective are leadership and management?

The headteacher and the senior team lead with passion, energy and commitment and there is a palpable sense of shared responsibility right across the school. This is particularly evident in the rapid improvement in the quality of teaching, leadership and outcomes in mathematics. Leaders and managers at all levels embed ambition and drive improvement well. Leaders are aware that improving teaching and learning is at the heart of raising achievement. These improvements are underway, but the outstanding practice that currently exists in some departments is not shared as effectively as it might be. Students benefit from enhanced curricular provision through its specialist status, such as the popular Science, Technology, Engineering, Mathematics (STEM) course in Key Stage 4.

Safeguarding is particularly effective, for example, through the school's specialism, in helping students to understand safety related to the internet and mobile devices. The governing body is firmly focused on raising achievement and offers good quality support to leaders and managers. The gap between boys' and girls' achievement, which was evident in 2010, has been addressed due to a high quality system to track the achievements of different groups of students. This, along with a highly tolerant school community where diversity is celebrated, means that equal opportunities are promoted well. Students gain a good understanding of different cultures by the sponsorship of a Ugandan student through higher education and visits to places of worship in the locality. Accordingly the school has a good commitment to promoting community cohesion. The school works well with a number of partners as part of its foundation school status and projects with local universities have introduced students to research methods through science.

*These are the grades for the leadership and management*

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

## Sixth form

Students in the sixth form make good progress overall. Attainment at the end of Year 13 has been rising steadily for the past three years. Similarly, attainment at the end of Year 12 has been rising, although it dropped slightly in 2011 due to a lower-ability cohort in that year. Students benefit well from the good range of courses on offer to them through the consortium arrangements. The majority of students secure places at their first choice university or go on to employment. There are good opportunities for students to make valuable contributions to the life of the school, for example, through mentoring students in Year 11 in the completion of coursework. The quality of teaching in the sixth form is good. In lessons, teachers encourage debate and a high degree of student participation that involves them fully in their own learning. Students have access to good quality learning materials and ICT to support them with their studies. They receive good quality feedback on their work from teachers. Some enrichment activities are on offer, although the school is aware that there is scope to enhance the curriculum further through accreditation of enrichment activities. Good quality advice and guidance enables students to make good choices in preparation for higher education or employment.

*These are the grades for the sixth form*

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

## Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire are supportive of the school’s work. Many of their comments related to how well the school prepares their children for the future and how well the school is managed. The inspection findings endorse the very positive response from parents and carers. A small minority of parents and carers expressed concern about the ways the school deals with unacceptable behaviour, how the school helps students to lead healthy lifestyles, how the school takes into account parents’ and carers’ concerns and how the school helps parents and carers to support their children.

The inspection team thoroughly investigated these issues. They concluded that behaviour on the whole was good, but was variable in the few instances where teaching did not fully stimulate or engage students. They found that the school is improving its communication with parents and carers through the use of its website. The inspection team found evidence of students choosing not to adopt healthy diets by bringing to school sugary drinks and snacks. They found that while extra-curricular sports are on offer, the majority of students do not choose to take part in them.



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

Ofsted invited all the registered parents and carers of pupils registered at Pudsey Grangefield School 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 1,161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	39	50	56	3	3	1	1
The school keeps my child safe	34	38	54	60	0	0	0	0
The school informs me about my child's progress	23	26	57	63	10	11	0	0
My child is making enough progress at this school	31	34	52	58	4	4	1	1
The teaching is good at this school	29	32	56	62	2	2	0	0
The school helps me to support my child's learning	27	30	48	53	13	14	1	1
The school helps my child to have a healthy lifestyle	15	17	60	67	10	11	2	2
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)	29	32	52	58	2	2	1	1
The school meets my child's particular needs	30	33	52	58	6	7	0	0
The school deals effectively with unacceptable behaviour	20	22	53	59	13	14	1	1
The school takes account of my suggestions and concerns	18	20	54	60	9	10	2	2
The school is led and managed effectively	34	38	47	52	2	2	2	2
Overall, I am happy with my child's experience at this school	39	43	44	49	4	4	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

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

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

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

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



19 October 2011

Dear Students

### **Inspection of Pudsey Grangefield School, Pudsey LS28 7ND**

Thank you for the warm welcome you gave us when we came to visit your school. This is to tell you what we found out. You will be pleased to hear that you go to a good school.

Most of you leave school with good qualifications in mathematics and English. This, alongside your excellent ICT skills your school provides you with, makes sure your preparation for the world of work is outstanding. Also, we found that the extent to which you feel safe is outstanding. You told us how much you enjoy school, which is very apparent from your high attendance. To improve the school further, we have asked your headteacher and staff to do a few things. Firstly, to improve the quality of teaching so its overall quality becomes outstanding, we have asked that more teachers very carefully set you work that matches your ability, to make sure that questions are challenging for you and that you can all answer in full sentences, that you all receive very good quality feedback on exactly what you need to do to improve your work and increase the opportunities for you to work independently rather than being directed by the teacher. Secondly, to make sure you adopt healthy lifestyles by making sure more of you are involved in sports activities and discouraging you from bringing unhealthy food and drinks into school.

You can all help by participating more in sport, thinking carefully about the type of food and drinks you bring into school and reading carefully the improved feedback you will be receiving on your work which will really help you make very good progress.

I wish you all the very best for the future.

Yours sincerely,

Robert Jones  
Lead inspector

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