

Grange Technology College

Inspection report

Unique Reference Number	107414
Local authority	Bradford
Inspection number	373141
Inspection dates	3–4 November 2011
Reporting inspector	Honoree Gordon HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,850
Of which number on roll in the sixth form	350
Appropriate authority	The governing body
Chair	Professor Donna Pankhurst
Headteacher	Paul Burluraux
Date of previous school inspection	29 November 2007
School address	Haycliffe Lane Bradford BD5 9ET
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and four additional inspectors. Inspectors observed teaching and learning in 48 lessons taught by 46 teachers. Inspectors held meetings with groups of students, governors and staff. They observed the school's work and looked at documentation, including the school's plans for improvement; its data on students' progress; and records related to care, behaviour and attendance. Inspectors scrutinised the questionnaire responses from 50 parents and carers and the questionnaire responses from a sample of students. Inspectors toured the new building with senior staff and visited the co-located special school and the inclusion unit.

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

- Students' achievement in English.
- The provision for students with special needs and/or disabilities and for those students whom the school considers their circumstances make them most vulnerable.
- The sixth form and how well students are prepared for the next steps in their education or career.
- The benefits working in partnership brings to the school.

Information about the school

Grange Technology College is a very large secondary school located in central Bradford. The vast majority of students are of Pakistani heritage, with a very small minority of students of White British origin. Most speak English as an additional or second language. Over one third of students are known to be eligible for free school meals. Around one in four have special educational needs and/or disabilities, a figure that is above the national average. Of these, few have a statement of educational needs. There are three looked after children.

There is a large sixth form and a specialist inclusion unit. This unit provides additional specialist support to students who have a range of needs, including a designated special provision for autism. The college is co-located with Southfield Special School. The college has had specialist status for technology since 2001.

The college moved into new, purpose-built accommodation in June 2011 and has submitted a bid for academy status jointly with the special school. Academy status is expected to be operational from January 2012, following changes to legislation to clarify matters related to responsibility for premises and governance.

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

Grange Technology College is a good school. Several aspects of the school's work are outstanding, most noticeably the care, guidance and support provided for students which help to remove barriers to learning, ensuring that students achieve well. Outcomes for students are good, including for those who have special educational needs/and or disabilities. The inclusion unit provides excellent support to these students. Attendance is high, reflecting students' enjoyment of school. Students' spiritual, moral, social and cultural development is outstanding. Behaviour is outstanding; students are attentive and show considerable maturity in their dealings with each other and with staff.

The curriculum is outstanding. Teaching is good overall. Teachers use a wide variety of resources, including information and communication technology (ICT) successfully to motivate students and engage them in learning. Teachers support and encourage students well, including those with special educational needs and/or disabilities, who are extensively included in mainstream classes. Most students make good progress and many make outstanding progress, often from low starting points. However, students' progress in English is remains slow and so the standards they reach in reading and writing by the end of Key Stage 4 are low. Teachers' use of assessment information to plan lessons that meet the needs of different groups is inconsistent across the school. In some lessons there is not enough challenge for higher-attaining students. There are few opportunities for students to develop independence in learning.

Students reach average standards overall by the end of Key Stage 4. However, the proportion of students who gain good grades at GCSE including both English and mathematics is lower, although this remains above the minimum set by the government. This is because students' attainment in English and mathematics is below the national average.

The sixth form is good.

The headteacher sets the tone for the school, with high expectations of staff and students. Self-evaluation is thorough and accurate. Leaders and managers are well aware of the need to implement a more coherent strategy to improve students' literacy. They have secured an excellent environment for learning and their values are reflected well in the design of the new building, which enhances an inclusive

approach to learning. The promotion of community cohesion is outstanding. Leaders and managers show good capacity to improve the school further.

What does the school need to do to improve further?

- Raise students' attainment in English and mathematics so that it is nearer the national average, by focusing more closely on developing their skills in reading and writing from Year 7 onwards.
- Ensure that students make faster progress in acquiring basic skills in literacy, especially in writing, by:
 - drawing up and implementing a coherent and systematic programme to improve literacy
 - establishing a secure means of monitoring students' progress in acquiring literacy skills
 - considering how best to evaluate the impact of actions taken to improve literacy.
- Improve the quality of teaching further across all subjects, so that this is consistently at least good, with a greater proportion of lessons outstanding, by :
 - planning and providing activities and tasks in lessons that are better differentiated and well-matched to meet the needs of different groups of students
 - providing a higher level of challenge for more-able students
 - fostering students' skills in learning independently.

Outcomes for individuals and groups of pupils

2

Students' attainment on entry to the school is well below average. The school adds considerable value to this so that by the end of Year 11 students have reached average standards overall. A very small minority of students do not make good progress. The reasons for this vary and are often related to personal circumstances. The school tracks the progress of these students very closely and makes significant efforts to remove barriers to learning for them. The level of challenge provided to higher-attaining students is at times too low and consequently their progress tends to be only satisfactory compared to that of other students.

Students' current progress, as observed in lessons and work, is good, enabling students to build up systematically their knowledge, skills and understanding over time. Students' overall attainment, together with well-developed social skills and self-esteem prepares students to a satisfactory extent for the next stage in their education or for employment.

The progress of students who have special educational needs and/or disabilities is good. These students are integrated very well into mainstream classes but are supported additionally through an inclusion unit where they receive more specialist help. The school can point to many cases where the teaching and support provided have had considerable impact in helping those students whose circumstances the school considers make them most vulnerable to achieve. A range of courses, including suitable alternative provision, has encouraged students to keep up their

attendance and to stay focused on learning. The school has notable success in re-engaging disaffected students from other schools.

Students enjoy coming to school, attendance is high and there are very few exclusions. Students' behaviour is outstanding. They show considerable maturity in managing their own behaviour and in the respect they accord one to another and to their school environment. The new buildings have had a significant impact on how students feel: they comment that 'the school feels more like a college than a school'. Teachers can supervise students in unobtrusive ways. Students respond to this 'more adult' environment with enthusiasm.

The school fosters students' spiritual, moral, social and cultural development proactively through consistent approaches from all staff reinforcing the main messages. The result is a cohesive community, with a strong sense of right and wrong. Opportunities for students' cultural development have improved since the previous inspection so that, for example, there are visits out of school and trips abroad that help to increase students' awareness and understanding of other cultures. Students have a very good understanding of the diversity of races, needs and cultures present in their school and reflect this in their behaviour and attitudes.

Students say that they feel safe within school and are confident that any problems will be dealt with. 'Vertical' tutor groups, with students of all ages mixed together, have encouraged older students to get to know younger ones and to care for them. Students comment that incidence of bullying is low and has fallen still further in the new school. Students show satisfactory awareness of the importance of leading a healthy lifestyle. There are good extra-curricular opportunities for sport, but the range is more attractive to boys than girls, and the uptake is not closely monitored.

The school's specialist subjects make a good contribution to raising standards in the school overall, and a strong contribution to community objectives, for example, through work with partner schools. The use of ICT by both staff and students is beginning to encourage greater independence in learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1

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

The extent of pupils' spiritual, moral, social and cultural development	1
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How effective is the provision?

The school has worked hard to develop very good behaviour for learning. This ensures that effective teaching can take place. Students are attentive, but there is scope to improve their independence in learning.

Teachers use a variety of resources well to engage students. These include easy access to ICT resources in the classroom and, for students, in 'break-out' open areas of the building for individual work to support learning. Students can access a computer to complete homework if they cannot do this easily at home. In the best lessons teachers use information from assessment to inform planning for lessons and intervene to support individual students. However, this differentiation of tasks for students is not yet embedded in all lessons.

Most lessons seen were good. In the better lessons, teachers provided good levels of challenge to higher-attaining students. In a few lessons the pace of learning was too slow for some students. Teaching and learning were generally stronger in the upper years of the school than in Key Stage 3. In English lessons observed, inspectors noted a strong focus on literacy, reflecting the priority being accorded to this by the school's leaders.

The curriculum is broad and balanced, offering a wide variety of experiences to students and is highly relevant to their needs. A good range of extra-curricular enrichment activities promotes students' personal and educational development very well. A number of innovative features, such as the independent learning programme in Year 7 and the science, technology and mathematics integrated curriculum in Year 8, enhance learning across subjects. Partnership working in specialist subjects with other schools, including the co-located special school, is a strength.

Provision for those students whose circumstances the school considers make them most vulnerable and for students who have special educational needs and/or disabilities is of high quality. Alternative provision, including links with the special school, enables them to obtain a range of qualifications to accredit their learning. These approaches ensure that all students are included, removing barriers to learning.

Students in Key Stage 4 receive only one hour of physical education per week, which is below the recommended time to help students keep fit and healthy.

The care, guidance and support provided to students is outstanding and is a major factor in students' overall good achievement. Links with professionals and outside agencies operate highly effectively to support students the school considers to be vulnerable. A new arrivals unit helps students arriving from other countries to settle in quickly and play a full part in the life of the school.

These are the grades for the quality of provision

The quality of teaching Taking into account:	2
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The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school benefits from the inspirational leadership of the headteacher and a well-focused leadership team. Senior leaders have responded imaginatively to the educational potential of the new building and successfully ensured a very smooth transfer, minimising disruption to staff and students.

Leaders and managers set very challenging targets for the school. They have an accurate understanding of how teaching and learning need to improve further. Detailed plans are in place, but improvements in literacy need to be pursued with more urgency. Leaders are highly supportive of the headteacher's vision for the school. Governors are well informed and are prepared to challenge senior leaders; they are increasingly active in the life of the school. Safeguarding arrangements are good and the school ensures that all staff are well informed about child-protection policies and procedures.

The school knows its local community very well and has taken rigorous steps to create a harmonious school and to promote community cohesion. Notably, the school has taken great care to obtain and act on the views of its predominantly minority ethnic community so that all students feel at ease and welcome in school. The highly successful integration of students from the special school into everyday life at the Grange is impressive. The success of these approaches can be seen in students' high attendance and outstanding behaviour. The headteacher takes an active role in securing partnerships which augment the provision available in school. The school promotes equality and tackles racism highly effectively. Equality of opportunity is at the heart of all that the school does, so that all students, including those from the co-located special school are enabled to achieve.

The school recognises that it needs to work hard to engage its parents and carers. In this, there is no complacency. Senior leaders adopt creative approaches to communicating with parents and carers, helping them to support their children's education.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account:	
The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1

The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The sixth form is good and is well led, creating a harmonious community. Self-evaluation is accurate, with suitable priorities identified for further improvement. Provision has been improved and outcomes for students are good. Students make good progress toward their targets. Attainment in vocational courses is above average, but students' attainment is less strong on A and AS level courses. A legacy of weaker skills in literacy and numeracy follows students into the sixth form, acting for some students as a brake on their overall achievement.

Teaching and learning were good or better in all the lessons observed. Outstanding lessons were characterised by clear instruction, students taking responsibility for their own learning and teachers' skilled questioning to extend understanding. Systems for tracking students' progress have improved since the previous inspection, but some teachers use this information more effectively than others when planning lessons.

Students have good opportunities to develop leadership skills and independence in ways which benefit them as they take the next steps for their future. For example, students make excellent contributions in school and beyond, in the wider community.

The care, guidance and support provided for students is outstanding; 'no stone is left unturned' in a strong system of pastoral care.

These are the grades for the sixth form

Overall effectiveness of the sixth Form	2
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

Very few parents replied to the questionnaire. This is indicative of the difficulties the school faces in trying to communicate and secure the active participation of parents and carers. The school is creative in its approaches to furthering good communication. It seeks ways to help parents/carers support their child, for example by providing revision books and in some cases access to ICT equipment.

Those parents and carers who did respond were largely very pleased with what the school provides. One or two parents commented that their more-able child was not making fast enough progress. The evidence on inspection would support this for some students. The school acknowledges that this is an aspect of its work that could be improved further.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Grange Technology 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 1,850 students registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	48	22	44	4	8	0	0
The school keeps my child safe	25	50	24	48	1	2	0	0
The school informs me about my child's progress	17	34	28	56	3	6	2	4
My child is making enough progress at this school	15	30	26	52	3	6	5	10
The teaching is good at this school	18	36	25	50	4	8	2	4
The school helps me to support my child's learning	15	30	24	48	9	18	2	4
The school helps my child to have a healthy lifestyle	14	28	28	56	6	12	1	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)	22	44	22	44	4	8	1	2
The school meets my child's particular needs	17	34	24	48	7	14	0	0
The school deals effectively with unacceptable behaviour	21	42	24	48	2	4	1	2
The school takes account of my suggestions and concerns	17	34	24	48	4	8	2	4
The school is led and managed effectively	23	46	22	44	2	4	2	4
Overall, I am happy with my child's experience at this school	23	46	20	40	5	10	1	2

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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



7 November 2011

Dear Students

Inspection of Grange Technology College, Bradford, BD5 9ET

I am writing to thank you for your help when I came to inspect your school recently with a team of inspectors and to tell you what we found.

Your school is good and several aspects of its work are outstanding, that is to say, excellent!

- You make good progress. Many of you make outstanding progress.
- You reach average standards by the end of Year 11.
- Teaching is good and the curriculum (range of subjects you do) is outstanding.
- The care, guidance and support the staff provide for you are outstanding.
- Every individual student matters and we could see how well everyone is included in what happens in school.
- Your behaviour is outstanding. We were particularly impressed by the respect you show one to another and to the staff.
- Your spiritual, moral, social and cultural development is outstanding. You get on well together and show maturity.
- The headteacher's leadership is outstanding. He has clear ideas about how to improve your school further and he is very well supported by the senior leaders and other staff.
- The sixth form is good and it is well led.
- Your school promotes the idea of being one community extremely well, especially through developing everyone's understanding of this, links with your families and very close work with the special school.

We were amazed at your wonderful new building! We think it provides an excellent atmosphere for you to learn in. You told us you feel it is more like being in a college than a school and we can see why. Importantly, you told us you feel safe at school and even more so in this new building. We liked the fact that it was open, airy and bright and that made it easy for staff to supervise you. You show maturity in how you treat the building and each other.

In order to improve the school further we have asked the headteacher to ensure that you reach higher standards in English and mathematics. Your progress in English is too slow. Literacy skills (particularly reading and writing) are very important for your future when you go on to college or to get a job. You can help by concentrating on getting better at English.

We have also asked the school to continue to improve lessons, especially to provide enough challenge for those of you who are more-able, and to encourage students to take on more responsibility for their own learning.

Yours sincerely

Honoree Gordon
Her Majesty's Inspector

