

Pudsey Grangefield School

Mount Pleasant Road, Pudsey, West Yorkshire, LS28 7ND

Inspection dates 10–11 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Despite improvements in 2014, the proportion of students making expected or good progress in English and mathematics is below that seen nationally last year. The proportion of students attaining five or more GCSE A* to C grades including English and mathematics remains below last year's national average.
- Not enough of the most able students make good progress across a range of subjects. In addition, the gap in achievement between disadvantaged students and their peers is not closing in mathematics.
- Some teachers' expectations are not sufficiently high, which limits students' progress. Teaching sometimes lacks pace and does not focus sufficiently on underlying concepts. In some subjects the most able students are set tasks which are too easy and planned learning does not take account of students' existing knowledge and understanding.
- Some disadvantaged students and some students with special educational needs, do not attend school as regularly as they should. Consequently, their learning is affected and they make slower progress.
- A small minority of students misbehave in lessons, particularly when the teaching does not engage them sufficiently, or the pace of learning is too slow.
- Over time, students in the sixth form have not made enough progress. Consequently, few students reach the higher grades in a number of subjects.
- Governors have not been sufficiently well informed about the achievement and attendance of groups of students. Consequently, some areas of weaker performance have not been challenged sufficiently.

The school has the following strengths

- The new Principal has rapidly evaluated the strengths and weaknesses of the school and has a good idea of what needs to be done. He has begun to formulate plans for improvement and shared his key priorities with all members of staff.
- In the past, leaders and managers have not focused sufficiently on students' overall progress. However, recent intensive work by senior leaders aimed at increasing rates of progress in English and mathematics has brought about some improvement.
- Arrangements to keep students safe are good. Rigorous checks are made when appointing staff, and students trust their teachers to deal with bullying and other issues concerning their well-being. The school is a tolerant and respectful community in which students are well prepared for life in modern Britain.

Information about this inspection

- This inspection was carried out at no notice under section 8 of the Education Act 2005. It was subsequently deemed a section 5 inspection due to the extent of concerns surrounding standards and leadership and management.
- Inspectors observed 45 part-lessons, eight of which were undertaken with members of the senior leadership team. Inspectors also visited some lessons for short periods and observed the behaviour and conduct of students in and around the school
- Meetings were held with the Principal, senior leaders, middle leaders and a group of teachers. Further meetings were held with members of the governing body and local authority representatives.
- Inspectors spoke to students in lessons and at various times during each day. They also spoke formally to groups of students on the second day of the inspection.
- Inspectors looked at a range of documentation including attendance, exclusion and behaviour information, quality assurance checks on the quality of teaching, performance management information, reports to governors and minutes of governing body meetings. They reviewed a range of policies, including those aimed at keeping students safe.
- Inspectors took account of the 48 responses to the online questionnaire (Parent View). The inspection team also took account of 54 staff questionnaires.

Inspection team

Chris Smith, Lead inspector	Her Majesty's Inspector
Irene Lavelle	Additional Inspector
Pritiben Patel	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector
Pauline Hilling-Smith	Additional Inspector

Full report

Information about this school

- Pudsey Grangefield is a larger than the average-sized secondary school.
- The proportion of students from minority ethnic backgrounds or who speak English as a second language is below the national average.
- The proportion of students known to be eligible for free school meals is average.
- The proportion of students supported at school action is below the national average.
- The proportion of students supported at school action plus or with an education, health and care plan is above average.
- Last year, 20 students attended alternative provision on a part-time or full-time basis. The school uses a limited number of alternative providers including Educ8, West 14 and Tinshill Pupil Referral Unit.
- The school meets the government's floor standards, which are the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- Pudsey Grangefield School is 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.
- The new Principal took up post at the start of September 2014. In addition, 15 other new members of staff have joined the school at the start of this term.

What does the school need to do to improve further?

- Improve teaching in order to increase rates of progress in English and mathematics, especially for the most able and for disadvantaged students, by:
 - ensuring lessons are planned to make the best use of teaching time and promote gains in learning
 - providing more challenging and stretching work for all students but particularly the most able
 - developing a strong foundation of conceptual understanding in Key Stage 3 mathematics, so that students are well prepared and able to apply their knowledge and understanding to new and challenging problems in Key Stage 4 and beyond.
- Improve the attendance and behaviour of some students by:
 - ensuring attendance patterns are systematically analysed so that students that are persistently absent from school are quickly identified
 - checking regularly on the standard of students' behaviour in lessons and taking effective action to help them to improve. In particular, checking the standards of behaviour in classes taught by supply teachers and teachers that are relatively new to the profession and to the school.
- Improve the impact of leadership and management by:
 - increasing the frequency of checks on the quality of teaching, so that teachers receive more regular feedback on how to improve their teaching
 - strengthening the range of training and development opportunities for teachers and ensuring good practice is more systematically shared
 - ensuring greater consistency in the line-management of departments, by sharing the responsibility more widely across the senior leadership team
 - ensuring governors receive regular high-quality information about the school's performance, including information about the progress and attendance of different groups of students.
- An external review of governance, including an external review of the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management require improvement because standards of achievement have declined since the last inspection. In addition, gaps in achievement between disadvantaged students and their peers remain wide in GCSE mathematics and at Key Stage 3. Following a sharp fall in standards in 2013, leaders and managers including governors have focused intensively on raising performance in the core subjects, and 2014 examination results at Key Stage 4 and in the sixth form show improvement. Changes to the leadership of English and mathematics, and approaches to teaching and examination entry, have laid a firmer foundation for future success.
- The new Principal has quickly and accurately evaluated the school's strengths and areas for development. He has rightly recognised students have not made sufficient progress across a number of subjects, including English and mathematics, and tackling this is his key priority. He has recognised the need to strengthen lines of accountability between senior leaders and subject areas, so that there is more consistent support and challenge for middle leaders.
- Leaders check regularly on the quality of teaching, but their evaluations are not always accurate. Consequently, they do not have a clear picture of the typical quality of teaching. Some of the school's judgements are over generous and do not pay enough attention to the progress students make. Checks are not sufficiently frequent in some subjects where achievement is weaker. Consequently, teachers do not always receive sufficient feedback to help them improve.
- Leaders and managers ensure the curriculum is broad and balanced. Over the last two years the school has reduced the number of vocational qualifications students can study and adopted a more academic offer. In some subjects teaching has not fully adapted to the more academic curriculum and consequently, some students, especially the most able, have not fulfilled their potential.
- Senior leaders and governors manage the performance of staff robustly. Some teachers have had pay awards held back. Newly qualified teachers receive a good induction programme and are well supported by colleagues in the school and the local authority.
- Students' social, moral, spiritual and cultural needs are well met. Inspectors heard about many examples of voluntary work and fundraising for local charities. A wide range of sports activities and free music tuition is available. Coaching time provides good opportunities for philosophical discussion and debate.
- The local authority increased its level of support last year, recognising that standards were not good enough. The link adviser provided leaders and governors with an accurate evaluation and monitored the school's action to raise standards. The local authority has arranged support for the new Principal and is considering brokering further support from a local teaching school.
- **The governance of the school:**
 - Governors have been rigorous in fulfilling their statutory duties in relation to safeguarding. In addition, they have ensured essential policies are in place. Statutory curriculum, child protection and special educational needs policies and reports are available on the school website.
 - Governors have a good understanding of key achievement measures, and have challenged leaders to raise standards in the school. They recognise their use of the pupil premium is not having sufficient success in overcoming barriers to learning. However, they have been less well informed about the achievement or attendance of different groups of students. Consequently, some weaker areas of performance have not been adequately challenged.
 - Governors are well informed about the curriculum. They have ensured there are good opportunities to promote fundamental British values, develop tolerance and respect, and to participate in the local community.
 - Governors have used the performance management system effectively to hold teachers accountable.

The behaviour and safety of pupils

requires improvement

- The behaviour of students requires improvement. This is because some students disrupt lessons when the pace of learning slows or the content of the lesson fails to engage their interest. This is most likely to occur in lower sets, particularly in Key Stage 3, or when classes are taught by supply staff or less-experienced teachers. Via the staff questionnaire, a minority of staff members told the inspection team they do not feel the behaviour of students is well managed.
- However, the vast majority of students behave well and have positive attitudes to learning. Where teaching is strongest, including teaching in the sixth form, inspectors saw a genuine thirst for knowledge.

Students are proud of their school. The school site is immaculate, there is no litter and uniform rules are stringently adhered to.

- Students speak positively about the very good relationships between staff and students. Students implicitly trust members of staff to deal with issues that concern them. Incidents of bullying are low, because the school curriculum actively promotes tolerance and respect for one another. Students have a well developed understanding of equalities. Consequently, racist or homophobic incidents are extremely rare.
- The school is highly inclusive, and works hard to meet the individual needs of students. Students who exhibit more challenging behaviour are supported well. The 'Green Room', introduced last year, and the appointment of the Family Liaison Officer has strengthened provision. Exclusions have reduced and are now well below the national average.
- Overall attendance has improved and is now in line with the national average. However, the attendance of disadvantaged students and students with special educational needs is not as regular and a number of them are persistently absent. While the school has good systems in place to monitor attendance generally, the analysis of the attendance of different groups needs to be sharper so that resources can be targeted more precisely.
- The school's work to keep students safe and secure is good. Rigorous checks are made when appointing staff and volunteers and arranging visitors, for example guest speakers, to the school. The single central record is meticulously maintained. Senior leaders with responsibility for child protection ensure their own training and that of all staff is up to date and of good quality. As a result child protection procedures are well understood and followed by staff. Records are detailed and partnership working with other agencies, including the local authority is effective. The school's response to one serious incident since the last inspection was extremely thorough. Governors acted appropriately in response to the recommendations.
- The behaviour and safety of students that attend alternative provision is good. Checks on their attendance are made regularly.
- The school's curriculum provides rich opportunities for students to learn about, understand and calculate risk to their safety. 'Drop-down' days and coaching sessions provide good opportunities for students to learn about staying safe when online and to discuss and debate the risks associated with radicalisation and extremism. Religious education, citizenship and personal, social and health education actively promote understanding of different faiths, cultures and sexual orientation. As a result students spoke articulately to inspectors on these issues.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because, over time, there has not been enough good teaching to secure good levels of achievement. Where teachers have low expectations, students are not always clear about how to improve their work, the pace of learning is too slow and the most able students are not sufficiently challenged. In a few lessons, teachers lack the skills to manage poor behaviour effectively.
- Work to improve the quality of teaching is having a positive impact. The most effective teaching, including the sixth form, is delivered at a brisk pace. Teachers regularly check students' understanding and are prepared to quickly adapt the lesson when it is evident students are ready to move on. Sixth-form students have been involved in discussing the styles of teaching they prefer and teachers have responded by modifying their lesson plans. Consequently A-level chemistry lessons now follow a lecture and note-taking format and geography lessons are designed around small group debate and discussion.
- The school has been keen to promote the use of technology as an aid to learning. Many students now have i-Pads, but their use in lessons is not always purposeful or constructive.
- Students value coaching sessions, which take place on three days each week. This supports them to develop learning skills and set personal targets for development.
- Work over the last year to improve teaching in English and mathematics has been effective. In mathematics, strong leadership has ensured students' skills in using and applying mathematics and solving challenging problems are now a consistent feature of lessons. However, some mathematics teaching focuses on teaching tricks and methods rather than concentrating on developing students' conceptual understanding. Much of the teaching seen in English is founded on thorough subject knowledge, is well planned, pacy and engaging.
- The school is working to improve the teaching of literacy across the curriculum. Inspectors saw effective teaching of reading and writing in science, history and geography, although opportunities in some subjects were missed. Teachers consistently apply the school's marking policy, which places a strong focus on correcting spelling, punctuation and grammar.

The achievement of pupils**requires improvement**

- Since the last inspection, the proportion of students making expected progress and good progress in English and mathematics has declined. In 2013, rates of progress in both subjects were significantly below the national average and attainment in English dropped sharply. As a result the proportion of students attaining five or more A* to C grades at GCSE, including English and mathematics also fell significantly below the national average.
- Unvalidated examination results for 2014 show actions taken by senior leaders are beginning to secure improvements. Overall, students made better progress in English and mathematics. Attainment has also risen, but is not as high as it should be given the students' starting points.
- The school's own analysis of examination results from 2014 show some groups of students continue to make less progress than seen nationally. In particular, too few of the most able students attain A* or A grades at GCSE across a range of subjects including design and technology, business, Spanish, drama and history.
- In 2014, the gap in the rate of progress between disadvantaged students and their peers narrowed in GCSE English, but widened in GCSE mathematics. The gap in their attainment at the key measure of five A* to C grades including English and mathematics narrowed in 2014, but remains wider than the national average. Typically, these students attain around one GCSE grade lower than their peers. In Key Stage 3, the school's own assessment information shows attainment gaps that are too wide.
- In the past, the school entered students early for GCSE examinations in a number of subjects. This allowed some students to be successful and gain additional qualifications. However, for other students, it meant they attained lower grades than they might have done. The school no longer enters students early for GCSE examinations.
- Examination results in science, geography and media studies have been consistently above the national average, reflecting the strong, pacey and purposeful teaching in these subjects.
- The achievement of students in alternative provision is closely monitored by the school. Last year, students attending alternative provision attained qualifications in English and mathematics, and at least one other subject.
- Students with special educational needs are well supported in class and make similar progress to that of other students in the school. Learning support assistants are carefully deployed and show a good level of skill in supporting their learning.

The sixth form provision**requires improvement**

- The sixth form requires improvement because students do not made good enough progress in a number of subjects. Leaders and managers are aware where improvements are needed and are taking sensible steps to address underperformance. Leaders are reviewing the sixth-form entry policy and have removed some underperforming subjects from the offer. It is too early to evaluate the effectiveness of plans and of the actions being taken.
- Inspectors observed many strengths in teachers' practice in sixth-form lessons; most moved with a lively pace and were carefully structured to meet students' learning needs. However, over time, sixth-form provision has not promoted consistently good achievement.
- Provision for those students that did not secure a GCSE grade C or better in English or mathematics is well established and effective.
- The sixth form meets the government's 16 to 19 interim minimum standards.
- Coaching time across Key Stage 4 is used to provide good information, advice and guidance so that students can make informed choices about courses post 16. In the sixth form students are very well supported with the university application process. Students benefit from visits to a number of universities.
- Sixth-form students have a high profile around school. They provide excellent role models, as they use independent study time well and many volunteer to support younger students as mentors or during lessons.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108079
Local authority	Leeds
Inspection number	452328

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

Type of school	Secondary
School category	Foundation
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	1,213
Of which, number on roll in sixth form	222
Appropriate authority	The governing body
Chair	Sarah Walker
Headteacher	Mark McKelvie
Date of previous school inspection	17 October 2011
Telephone number	0113 255 8277
Fax number	0113 236 1107
Email address	contactus@pudseygrangefield.co.uk

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