

The Grange School and Sports College

Tower Road North, Bristol, BS30 8XQ

Inspection dates

29–30 January 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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

- Students do not make consistently good progress in most subjects, including English and mathematics.
- Disadvantaged students do not achieve as well as other students nationally or in the school.
- More able students are not provided with sufficiently challenging work.
- Teachers do not always effectively assess students' learning during lessons. This limits the progress some students make.
- The feedback teachers provide to students does not always inform them of how well they have done and what they need to do to improve.
- Not all teachers consistently demand high-quality presentation of students' work.
- Students' literacy, communication and mathematical skills are not consistently well developed in subjects other than English and mathematics.
- The sixth form requires improvement. Students do not make good progress and the quality of teaching requires improvement.

The school has the following strengths

- The interim Principal, ably supported by other leaders including those from the Cabot Learning Federation, has brought about rapid improvement at the school.
- Leaders communicate, and demand, the highest of expectations from staff and students. As a result, achievement and the quality of teaching are improving quickly.
- Leaders and teachers receive highly effective support and development from the local authority and the Cabot Learning Federation.
- Teachers have strong subject knowledge. They are enthusiastic about their subject and form good working relationships with students.
- Students behave well and have good attitudes to learning. They are punctual and are proud of their school.
- The school's curriculum effectively develops students' spiritual, moral, social and cultural education. Students have high levels of respect for people from different backgrounds and faiths.
- Governors have an accurate view of the school's strengths and areas in need of development. They provide an appropriate balance of support and challenge to leaders.

Information about this inspection

- Inspectors observed 28 episodes of teaching. All of these observations were conducted jointly with senior leaders. There was also a number of short visits to classes.
- Meetings were held with the interim Principal, senior and middle leaders, the Chair of the Governing Body, groups of students and representatives of the local authority and the Cabot Learning Federation.
- Inspectors observed students’ conduct and behaviour at the school during break and lunch times.
- Inspectors scrutinised a wide range of documentation, including information on students’ achievement, the school’s self-evaluation and improvement plan, minutes of meetings, and records relating to the monitoring of teaching, behaviour and safety.
- Sixteen responses to the school’s own staff questionnaire were considered.
- Only three responses were received to the online Parent View survey. These could not be considered during the inspection due to the low response rate. Inspectors considered the results of the school’s own survey of parents’ views.

Inspection team

Simon Rowe, Lead inspector

Marcia Headon

Howard Dodd

Her Majesty’s Inspector

Additional Inspector

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The Grange School and Sports College is a much smaller-than-average-sized secondary school.
- There have been numerous staffing changes, including at leadership level, since the previous inspection. An interim Principal took up post in September 2014. A interim head of school has been recently appointed.
- The sixth form only has Year 13 students. The sixth form will close at the end of the current academic year.
- A consultation to close the school has commenced.
- The very large majority of students are from White British backgrounds.
- The proportion of disadvantaged students eligible for the pupil premium funding is lower than average. This is additional government funding to support students known to be eligible for free school meals and those in local authority care.
- The proportion of disabled students and those who have special educational needs is well below average.
- The school meets the government's floor standards which set the minimum expectations for students' attainment and progress.
- The school receives support from the Cabot Learning Federation and specialist leaders of education.
- A very small number of students access part of their education through the Kingswood Partnership extended work experience programme.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good by ensuring that all teachers:
 - plan activities that ensure high levels of challenge for more able students
 - demand the highest standards of presentation in students' work
 - effectively assess students' understanding of key concepts and ideas to probe and deepen their learning
 - provide feedback for students that identifies what they have done well and what they need to do to improve further
 - ensure that students act upon the feedback provided.
- Raise achievement further by:
 - implementing a consistent approach to improving students' literacy, communication and mathematical skills in all subjects
 - ensuring the support provided for disadvantaged students speeds up the progress they make.

Inspection judgements

The leadership and management are good

- The current leadership and management are good. The interim Principal communicates the highest of expectations to both staff and students. Through a careful restructuring of staff, senior leaders are ably supporting the Principal and bringing about rapid improvements in the quality of teaching and students' achievement. The school leadership has been strengthened by leaders from the Cabot Learning Federation.
- Most staff who responded to the school's questionnaire said that they are proud to be a member of staff at the school.
- The school's self-evaluation is accurate in its assessment of the rapid improvements that have been brought about. The school development plan identifies key relevant actions to bring about further improvement. It also sets challenging targets which are regularly monitored to ensure the school is on track.
- Teachers receive effective training to develop their teaching skills. Leaders closely monitor the quality of teaching and provide individualised support when required. Teachers work well with each other and with teachers across the Cabot Learning Federation to identify, and learn from, effective practice. Inadequate teaching has been eradicated. Although teaching is not yet securely good, it is improving rapidly. Inspectors concurred with leaders' judgements on the strengths of teaching and areas to develop further.
- Middle leaders benefit from good links with effective leaders at other schools. They understand the higher expectations placed on them by the Principal to raise students' achievement. Middle leaders acknowledge there is further work to do to ensure consistency in the quality of feedback and marking teachers provide to students.
- The targets set for teachers have been strengthened to require that students make at least good progress. Teachers assess the quality of their teaching against the teaching standards and set targets to improve their performance in the classroom. Senior leaders withhold pay awards from teachers who do not perform at the level expected of them.
- The school ensures the curriculum is broad and balanced for students. Students receive regular and effective careers guidance from an early age to enable them to make informed choices when selecting GCSE courses and decisions about their future.
- Students' spiritual, moral, social and cultural education is a strength of the school. Students show a great deal of respect for each other and their teachers. Relationships in the school between teachers and students are a strength. Students show respect, tolerance and a good understanding of people from different cultures and beliefs. Teachers provide helpful support to ensure that all students have an equal chance of success and to overcome any issues they may have. Students are well prepared for the next stage of their education and life beyond school in modern Britain.
- A wide range of after-school clubs and activities is accessed, and appreciated, by students from Years 7 to 11. This includes sporting, academic and cultural experiences. The sixth form, however, lacks this wide range of experiences.
- The pupil premium funding has, in the past, been ineffective in improving the achievement of disadvantaged students. Leaders have attended seminars to identify the most effective practice in the country. As a result, this extra funding is being more carefully targeted at students' individual needs and its impact is being effectively monitored and evaluated.
- The local authority and the Cabot Learning Federation provide highly effective support for leaders and all staff. They are instrumental in developing the quality of leadership at the school. They work closely with individuals and groups of teachers to develop the quality of teaching. In particular, the cross-moderation of students' work in English and mathematics enables the school to verify that their judgements on current students' progress are accurate.
- Leaders effectively monitor the progress, attendance and behaviour of students who access some of their education at alternative providers.
- The school's safeguarding arrangements are well organised and meet all statutory requirements.
- **The governance of the school:**
 - Governors have a clear understanding of the school's strengths and areas that need to develop further, particularly with regard to students' achievement and the quality of teaching. They provide a strong level of challenge to senior leaders to maintain improvements. Governors implement a strict pay policy, ensuring that they reward the best teachers and withhold pay awards for any underperformance. They are aware of how extra funding is being used, but also that it needs to have a greater impact on improving the achievement of disadvantaged students. Governors ensure that all safeguarding policies

and procedures meet statutory requirements.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of students is good.
- Students are pleasant, polite and courteous. They wear their uniform well, are punctual, arrive prepared for learning and create a calm atmosphere around the school.
- In lessons, students respond quickly to teachers' instructions; they work well in groups and with each other.
- Students indicate that poor behaviour is rare; inspectors agree with this as no disruption to learning was observed during this inspection and records of poor behaviour confirm this view.
- The proportion of students who receive a fixed-term exclusion has reduced significantly and is now very low.

Safety

- The school's work to keep students safe and secure is good.
- Incidents of bullying are rare. Students are confident, should an issue arise, that the school will deal with this quickly and effectively. They feel safe.
- Students have a well-developed understanding of different types of bullying. Through regular school sessions and external speakers they know how to keep themselves safe when using the internet.
- Attendance has risen and is now slightly above the national average. The proportion of students who are persistently absent from school is very low.
- Students who attend alternative provision are well monitored by the school to ensure they attend regularly, behave well, and feel safe.

The quality of teaching

requires improvement

- Whilst there is much good teaching, some inconsistencies remain.
- Not all teachers use information on students' achievement to plan learning activities which sufficiently challenge them, particularly the more able students. This limits the progress that they make.
- Some teachers do not effectively assess students' understanding of key concepts and ideas. As a result, teachers do not probe students' learning or deepen their learning further.
- Whilst most teachers provide high quality feedback to students, a minority fails to enable students to understand what they have done well and how they can improve their work. Students do not always act upon the feedback they receive and are unable to explain how to reach a higher level or grade.
- The most effective teachers have strong subject knowledge. They are passionate about their subject; students are enthusiastic and inspired by their teaching. They model high expectations and encourage students to use subject specific language.
- Teachers have high expectations. They create a high-quality classroom environment where students feel comfortable to offer their thoughts and opinions. Lessons proceed at an appropriate pace and learning time is maximised.
- Students usually take pride in the work they complete and in their books. Occasionally, when work is poorly presented, some teachers do not always insist that it is improved.
- Students' basic skills of literacy, reading, communication and mathematical skills are not yet consistently developed in subjects other than English and mathematics. This limits opportunities for students to reinforce these essential skills.
- Learning support assistants know students' individual needs well. They provide helpful support to students during lessons.

The achievement of pupils

requires improvement

- Students' achievement is rising. However, achievement requires improvement as not enough students yet make good progress across a range of subjects including English and mathematics.
- Students enter the school with levels of attainment broadly in line with national averages. The proportion of students who finish Year 11 with five or more GCSEs graded A* to C is average. Students achieve

particularly well in religious education and English literature.

- The targets that are set for students are challenging and relate to them making at least good progress. Students are aware of these targets and use these to monitor how well they are achieving. The quality of work currently in students' books indicates that students are making better progress than in previous years.
- Disadvantaged students, those entitled to extra funding, do not achieve as well as other students nationally or within the school. In 2014, Year 11 students were just over a year behind other students nationally in English and just less than a year behind other students in the school. In mathematics, students were around a year and a half behind other students nationally and within the school. Leaders have changed the way they allocate this funding; it is now carefully targeted to provide individualised support for eligible students. The gaps between disadvantaged students and their peers are narrowing.
- The school has very few disabled students or those with special educational needs. These students receive effective support outside of lesson times which speeds up the progress they make. They particularly make good progress in mathematics during extra support sessions. Within lessons, these students make the same progress as other students.
- The more able students are not always sufficiently challenged in their learning to think more deeply about key concepts and ideas. This limits their achievement and not enough students attain the higher grades of A* and A. Whilst they make adequate progress, they are capable of much more. The school does not enter students early for their examinations.
- The small number of students who attend alternative provision are at appropriate placements. Their individual needs are well met and they achieve well.

The sixth form provision

requires improvement

- Achievement and the quality of teaching in the sixth form require improvement. Students have, in the past, made poor progress. Current students, however, are making better progress and their achievement is broadly in line with national averages.
- The sixth form is due to close at the end of this academic year. Due to this decision, the school worked closely with students in the sixth form to ensure they either remained into Year 13, if appropriate, or they were placed on more appropriate courses at other providers. This means that retention rates are low in the sixth form, but leaders and managers have ensured that all current and previous sixth form students are now on appropriate courses.
- There are currently no students in the sixth form who do not have at least a GCSE grade C in English and mathematics.
- Teachers have good subject knowledge and form strong working relationships with students. Sometimes, however, teachers do not require students to think deeply enough to have an in-depth understanding of their subject required at A-level standard.
- Students speak highly of the sixth form and exhibit positive attitudes to learning. They make good use of their independent study time. Students know how to keep themselves safe and receive helpful support to apply to universities. Students access some enriching activities, but these opportunities are sometimes limited in their range and breadth.
- Leadership of the sixth form is now good. The quality of teaching and students' achievement are improving. This is due, in part, to the rigour of leaders to ensure students are on appropriate courses which enable them to be successful.

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	109322
Local authority	South Gloucestershire
Inspection number	450803

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	342
Of which, number on roll in sixth form	33
Appropriate authority	The governing body
Chair	Alan Hayes
Interim Principal	Martina Veale
Date of previous school inspection	17–18 April 2013
Telephone number	01454 862800
Fax number	01454 862801
Email address	school@thegrangeschool.net

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