

Pudsey Grangefield School

Mount Pleasant Road, Pudsey, West Yorkshire LS28 7ND

Inspection dates

16–17 April 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The principal leads the school with passion and determination. Leaders, including governors, are ambitious for the pupils in the school. Their strong leadership has led to better teaching, improved behaviour and more rapid progress for pupils. They review the curriculum regularly, to ensure that it meets the needs of pupils.
- Staff share the leaders' vision and are justifiably proud of the improvements they are making in their school.
- Middle leaders have developed considerably as a group and they are now a strength of the school.
- Governors have the knowledge, skills and confidence to provide robust challenge to senior leaders. They know the school well and are clear about what more needs to be done.
- Teaching is now good overall, and the progress made by pupils has accelerated considerably over the last two years. Leaders are not complacent, however, and they continue to take effective action to improve further the quality of teaching. They accept that there is still some variability.
- As a result of strong leadership, safeguarding is effective. Staff receive appropriate training and pupils feel safe. They know who to go to if problems arise, and have real confidence that staff will help them resolve any issues.
- The school's systems to promote positive behaviour and attitudes to learning are effective. Behaviour, both in lessons, and about the school, is good. Pupils treat each other and adults with respect. Leaders accept that the next stage in their development is for all pupils to show the self-reliance, shown by some pupils.
- The improvements seen in the 2018 GCSE results demonstrated clearly the impact of leaders' strategies. Current pupils are making even stronger progress overall than those who left the school in 2018.
- Leaders are improving the progress of disadvantaged pupils and most-able pupils. This was seen in the 2018 GCSE results and inspectors noted further improvement with current pupils. However, leaders acknowledge that there is further work to do.
- Sixth-form provision is good. However, leaders do accept that overall absence is too high. They agree that they need to ensure that all learners access the personal development programme.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that:
 - all teaching comes up to the standard of the very best teaching now evident in school
 - all pupils develop the self-assurance and self-discipline, seen in some pupils already, to drive the learning with less guidance from their teachers.
- Improve outcomes further by ensuring that:
 - departments continue to focus on securing maximum progress for all pupils, so that the improvements for disadvantaged and the most able pupils continues, and they make the same, or better, progress as all pupils nationally with the same starting points.
- Improve provision in the sixth form by ensuring that:
 - all pupils access the personal development programme
 - leaders put in place effective strategies, as they have done in key stages 3 and 4, to improve attendance in the sixth form.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal sets very high standards and has a clear view of what he wants to achieve for the pupils in his school. Since the previous inspection, he has taken decisive action to strengthen the quality of leadership. The improvements seen in the 2018 examination results and the more rapid progress made by current pupils are clear evidence of the impact of the decisive actions he took.
- Strong leadership, at all levels, is at the heart of this school's success. The principal is very ably supported by an effective team of senior leaders. The principal describes the middle leaders as the 'engine room of the school' and they are indeed a real strength. Like senior leaders, they are ambitious for their pupils and show no complacency. They have risen to the challenges given to them by senior leaders. Middle leaders are proud of the school's success and determined to make further improvements. They use progress data effectively to pinpoint underachievement in each year group and put into place appropriate support for pupils falling behind. There are effective links between middle and senior leaders.
- Leaders have worked hard to ensure that school progress information is as accurate as possible. They have supported middle leaders' and other teachers' work with examination boards and forged a wide range of fruitful links with other secondary schools. The accuracy of assessment over the last two years is proof of the impact of this work.
- Leadership of teaching and learning is effective. The strategies leaders have adopted have a firm basis in the most up-to-date research on teaching. Leaders use a range of evidence to determine the quality of teaching and learning and the progress that pupils are making. These include lesson observations, scrutiny of pupils' work and rigorous analysis of pupils' progress information. Systems are in place for checking the performance of teachers and identifying, at an early stage, areas that require strengthening. Training and support are tailored to the needs of individuals. This has led to clear improvements in the quality of teaching and learning across the school. There are teachers who do not use the strategies as effectively as others. However, leaders are aware of this and have ensured that appropriate support is in place.
- Staff morale is high. Staff, at all levels, have embraced the changes and are proud to be part of a successful school.
- Leaders use the additional funding they receive to good effect. The improved progress made by disadvantaged pupils leaving the school at the end of Year 11 in 2018 was important in showing this. However, the impact of pupil premium is perhaps most clear in the progress of disadvantaged pupils currently in the school. Leaders are not complacent. They realise that, overall, disadvantaged pupils attend less well than other pupils and are more likely to be excluded. Catch-up funding is also used effectively to help Year 7 pupils whose literacy and numeracy skills are not at the level required for secondary education to improve those skills.
- Leadership of the provision for pupils with SEND is well planned. Funding is used appropriately to improve attendance and accelerate progress for these pupils. They

deploy teaching assistants effectively to support groups and individuals with a wide variety of needs. Plans are thorough and the provision for each pupil is clearly mapped out. Records are detailed and teachers are given specific guidance on how to cater for the needs of individual pupils. However, leaders are not complacent. They realise that there is still work to do to ensure that pupils with SEND attend more regularly and make maximum progress.

- Leaders organise spiritual, moral, social and cultural education well. Pupils receive this education in form time, assemblies and across different subjects. The much-improved programme for personal, social, health and economic (PSHE) education is also central to the delivery of this aspect of the curriculum. Leaders ensure that the school prepares pupils for life in modern Britain.
- Leaders have tailored the curriculum to meet the needs of their pupils and continue to review it, to ensure that this continues. Breadth and relevance are central to the curriculum. Leaders are committed to increasing the number of pupils who qualify for the English Baccalaureate and their strategies are beginning to have a positive impact.

Governance of the school

- Governors have a clear understanding of their role and talk of an effective working partnership with leaders. They not only understand the supportive aspect of that partnership, but they are also very clear that they must hold leaders to account.
- Governors are very ambitious for pupils and staff. They visit the school frequently and talk to pupils and staff. As a consequence, they know the school well. They can see clearly which strategies have brought about improvement and where there is still work to do. They have effective systems in place to ensure that the school continues to improve.
- Governors come from a variety of backgrounds and bring with them a wide range of skills and experience. An analysis of governors' minutes and conversations with governors showed that they provide real challenge and support for the leaders of the school. They are not afraid to question school leaders rigorously about all matters of school life.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders foster a strong safeguarding culture. All staff receive effective training and are aware of the risks that young people may face in the community. Pupils say that they feel safe and they know that they have a member of staff to speak to, if they need help. Most importantly, they are confident that the member of staff will listen and help resolve the issue.
- Pupils benefit from the strong links that leaders have established between the school and a wide variety of support agencies. In addition, there is a well-developed programme for pupils on how to keep themselves safe.
- Record-keeping is clear and detailed. Records show clearly how leaders act promptly and are persistent in their efforts to keep pupils safe.

- Governors know their role in keeping children safe and the local authority representative was very positive about the safeguarding culture in the school.

Quality of teaching, learning and assessment

Good

- The leadership of teaching and learning is effective, and the improvements since the disappointing examination results in 2017 are compelling. The positive effect of whole-school strategies is seen across the school, but particularly strong practice was seen in English and history.
- Robust systems are in place to check the quality of teaching and learning. As a result, leaders know not only where the strongest teaching is, but also where there is less strong practice. Leaders are aware that, even within the strong departments, there are teachers who are not using the whole-school strategies as skilfully as others. They have a track record of improving individual teacher's skills and continue to work with those teachers who are not yet meeting the high standards that leaders expect.
- The improvements made in pupils' behaviour and attitudes have clearly been important in raising standards in the classroom. Pupils know the routines, and disruption is very rare. If it occurs, there are clear systems in place to ensure that the behaviour of an individual or small group of pupils does not spoil the learning of others. Pupils are showing an increasing pride in their work too. Leaders realise the next step is for pupils to become more self-disciplined and self-assured, so that they drive their learning as much as the teachers. There are numerous pupils in the school who have reached that stage already.
- Literacy intervention strategies are reviewed regularly, and weaker readers are supported effectively. Leaders have recently developed a whole-school literacy strategy, but they accept that it is not yet fully embedded
- Plans for a similar whole-school approach to numeracy are very much in their infancy. A start has been made, with some numeracy activities being included in the programme for tutor time.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes. They wear their uniform with pride and treat the school buildings with respect. As a result, the school is a welcoming, litter-free environment.
- Staff know pupils well. They respond in a timely manner to any concerns, and they maintain contact with parents as much as possible. The school provides effective support to vulnerable pupils. There is a well-organised response to helping pupils overcome difficulties they are facing.
- As a result of a well-structured programme of personal, social, health and economic education, pupils know how to keep themselves safe and healthy. Mental health issues, for example, are a central part of this programme.

- Careers guidance is effective, and the programme is much improved since the previous inspection. Linked with the improved examination results, this has led to the vast majority of pupils leaving the school to move into appropriate further education, employment or training.
- Ten pupils attend off-site provision. Leaders think carefully before setting up such programmes and ensure that the placement is appropriate to the needs of the pupil. They keep close contact with the provider to ensure that every pupil remains safe and also to check on academic progress.

Behaviour

- The behaviour of pupils is good.
- Staff and pupils agree that behaviour has improved significantly. Teachers use rewards and sanctions effectively and pupils have responded well to the approach.
- Behaviour in lessons is good. Pupils settle quickly and show positive attitudes to their learning.
- There is a visible presence of staff at lesson changeover and during breaks. As a result, there is a calm, purposeful atmosphere about school.
- Pupils are polite and welcoming to visitors. During the inspection they responded willingly to inspectors' questions and were clearly proud of their school and the way it has improved.
- Leaders have used a range of effective strategies to improve attendance and both overall absence, and persistent absence, are now in line with the national average. However, leaders are not complacent. They realise that there is still work required to improve the attendance of disadvantaged pupils and those with SEND.
- Leaders' strategies have also been effective in reducing the number of exclusions. These figures too are now in line with the national average.

Outcomes for pupils

Good

- As a result of good teaching, achievement across the school has improved significantly since the disappointing results of 2017.
- The 2018 examination results showed these improvements very clearly. Overall, pupils made progress in line with the national average and there were improvements across the board.
- Despite improvements, the most able pupils still made less progress than other pupils and disadvantaged pupils made less progress than their non-disadvantaged peers.
- The school's own progress information suggests that current pupils are making stronger progress than those who left the school in 2018. Scrutiny of pupils' work books and other inspection activities confirmed this to be the case. Most importantly, improvements continue for groups such as most-able pupils and the disadvantaged. Furthermore, key stage 3 pupils made equally strong progress as those in key stage 4.

- Historically, pupils in mathematics have made slower progress than in English. There were improvements in mathematics in 2018, but the progress made was still below the national average. However, both the school's progress information, and a scrutiny of pupils' books, showed that current pupils are making stronger progress in mathematics.
- Despite half of the pupils with SEND in Year 11 hitting their targets, overall, these pupils make weaker progress than other pupils. Leaders are aware of this and are taking appropriate actions.
- In 2018, only a small percentage of pupils qualified for the English Baccalaureate. Progress in humanities and foreign languages was above national average and progress in English and science was in line with the national figure. Mathematics was the only subject in the English Baccalaureate where pupils' progress was below the national figure. The main barrier to pupils achieving the English Baccalaureate is that only small numbers opt for a foreign language. Leaders are aware of this and looking to make improvements. In the present Year 11, there is an increase in the percentage of pupils qualifying for the English Baccalaureate.

16 to 19 study programmes

Good

- Like the rest of the school, leadership of this area is stable and secure. Leaders are aware of the strengths of the sixth form, but they also accept that there are aspects of the provision which need further attention.
- Leaders check progress regularly and make appropriate interventions. They work closely with the two other schools in the confederation to ensure that assessment is as accurate as possible.
- In 2018, students' progress for academic courses was broadly in line with the national average. Lesson observation and scrutiny of current learners' work folders shows progress is improving.
- Traditionally, progress has been strong for learners following applied general courses, but there was a 'dip' in 2018. Current learners, however, are making better progress in those courses.
- There is some very effective teaching in the sixth form where students benefit from teachers' strong subject knowledge and appropriate challenge.
- There is a small minority of pupils each year entering the sixth form without a good GCSE grade in English and/or mathematics. These pupils are given good support to improve GCSE grades in preparation for further studies after the sixth form.
- In 2017, especially on applied general courses, there was a greater number of pupils who did not complete their courses. However, retention figures have improved and are moving towards the national average.
- Good, impartial careers advice helps students to choose suitable courses in the sixth form that match their needs and aspirations. This has helped to increase retention on courses.
- Since the previous inspection, work experience has become an integral part of all learners' programmes of study. Learners also receive good advice in the sixth form and

take part in a range of other activities, in addition to work experience, to prepare them for life after the sixth form.

- There is a well-structured programme of personal development. However, this is largely delivered through tutor time in the morning and a considerable number of learners do not attend every session. Leaders are aware of this issue and have plans to address it.
- On completing their courses, the vast majority of learners move into appropriate employment, education and training. However, the number moving into higher education does fluctuate. Some years they are broadly in line with the national average, but other years they are below that figure.
- Leaders are also aware that attendance is noticeably lower in the sixth form than in the other two key stages and accept that this needs to be addressed.
- Learners know how to keep themselves safe and feel well supported by staff. They are positive about their experiences in the sixth form.

School details

Unique reference number	108079
Local authority	Leeds
Inspection number	10087518

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

Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,146
Of which, number on roll in 16 to 19 study programmes	171
Appropriate authority	Local authority
Chair	David Webster
Principal	Mark McKelvie
Telephone number	0113 255 8277
Website	http://pudseygrangefield.co.uk/
Email address	contactus@pudseygrangefield.co.uk
Date of previous inspection	27–28 September 2016

Information about this school

- The school is a larger than average-sized school.
- The proportion of disadvantaged pupils supported through the pupil premium is just below average.
- The proportion of pupils who receive support for SEND is below the national average.
- The proportion of pupils who have an education, health and care plan is below the national average.
- The school uses two alternative providers for a total of 10 pupils: the Hunslet Centre and West Area Inclusion Partnership.

- The current principal was in post at the previous inspection.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons, with five sessions jointly observed with senior leaders. They also conducted four scrutinies of pupils' work, jointly with the appropriate middle leader. In addition, there were two post-16 work scrutinies, again conducted with leaders. Inspectors also observed form time and an assembly.
- Throughout the two days of the inspection, inspectors spoke with pupils, both informally and formally, about their learning and safety.
- Inspectors reviewed pupils' work in lessons and scrutinised samples of work in pupils' books.
- The lead inspector held a meeting with three governors, including the chair and vice-chair. He also met with a representative of the local authority. Inspectors also held meetings with senior and middle leaders and other staff.
- Inspectors reviewed leaders' evaluation of the performance of the school, the school improvement plan and minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 64 responses to Ofsted's online questionnaire for parents (Parent View), 59 responses to the staff questionnaire and 33 responses to Ofsted's pupil questionnaire.

Inspection team

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Peter Cole	Ofsted Inspector
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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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