

Inspection of Co-op Academy Grange

Co-Op Academy Grange, Haycliffe Lane, Bradford BD5 9ET

Inspection dates: 22 and 23 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders' high ambitions do not match what pupils experience. Pupils receive variable teaching in lessons. In too many lessons, pupils' learning is disrupted by the poor behaviour of their peers. Pupils do not achieve as well as they should.

The behaviour of a significant number of pupils around school is poor. Leaders have not established consistent systems to secure good behaviour. Outside of lessons, many pupils feel unsafe due to the behaviour of others. Leaders and trustees have not been quick enough to address this. Despite these weaknesses, pupils are confident to talk to an adult in school about their worries.

Pupils miss important learning because of their low attendance or poor behaviour. Some pupils choose to truant from their lessons. Pupils are not always punctual to school or to lessons. As a result, too many pupils have gaps in their knowledge which slow their future learning.

Leaders have developed a curriculum that goes beyond the academic. During tutor time, pupils receive important information to help them make informed decisions about their next steps. For example, pupils in Year 9 recently took part in virtual work experience.

What does the school do well and what does it need to do better?

Leaders, including those with responsibility for governance and the trust board, have not done enough to address the weaknesses of the school since it joined the trust. The interim headteacher, with recently appointed senior and executive leaders, has plans for how they will improve the school. However, these plans are new, and it is too soon to see the impact that is needed.

The behaviour of a significant number of pupils disrupts the experience of others. There are too many lessons where pupils are removed from lessons because of poor behaviour. In addition, some pupils truant from their lessons. During social times, pupils' behaviour falls well below leaders' expectations. The frequency of poor behaviour, and the proportion of pupils misbehaving, is overwhelming for pastoral staff. Staff report that instances of violence between pupils are frequent. Bullying does occur in this school. Although most pupils are confident that staff would address any reported incidents of bullying, some are less convinced.

The number of pupils who receive suspensions is high and increasing. Vulnerable pupils, including pupils with special educational needs and/or disabilities (SEND), are more likely to be suspended than their peers. Leaders have not addressed the causes of higher rates of suspension for these pupils.

Too many pupils have poor rates of attendance. Leaders recognise that this is something that they need to continue to work on and have put stronger systems in

place. Newly appointed leaders have brought increased focus to this issue and their actions are contributing to recent improvements in pupils' attendance.

The quality of education is variable. Leaders have recently begun work to improve the curriculum. They have secured additional support from the trust to help with this. In some subjects, the most important knowledge that leaders want pupils to learn is not clearly identified. This means that in some lessons teachers focus on the activity that pupils are completing and not the important knowledge that they need to learn. Teachers' use of assessment is inconsistent. Some teachers check what pupils know but do not adapt their teaching to fill gaps in pupils' knowledge.

A small number of pupils receive a proportion of their education at alternative providers. Leaders have made these decisions in the best interests of these pupils. The placements which pupils attend have been chosen to match pupils' future ambitions.

Pupils in the early stages of learning to read receive good support. Knowledgeable staff help pupils to catch up. Most pupils join mainstream lessons following a period of support. A small number of pupils with SEND receive their education through the school's resource provision. Staff who work with these pupils are well trained and know them well. The pupils who attend this provision are well supported.

Leaders have prioritised personal, social and health education in all year groups. Pupils talk with increasing confidence about issues such as equality. Leaders have established a range of clubs and extra-curricular opportunities for pupils. However, the majority of pupils do not make use of these.

Safeguarding

The arrangements for safeguarding are effective.

The school safeguarding team is well trained. Leaders have increased the size of this team to build its capacity and to support the wider pastoral team. Staff know pupils well and understand their needs. The recently appointed designated safeguarding lead has introduced new systems to help to keep pupils safe. These have improved the rigour with which actions are followed up. The team benefits from the support of a senior colleague from the trust. Leaders work with a range of external agencies to ensure that pupils are kept safe.

Staff in school know how to report concerns about pupils' welfare and are timely in doing so. Pupils are confident to raise their concerns with a member of staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The number of suspensions for poor behaviour is too high and increasing. This is especially true for disadvantaged pupils and for pupils with SEND. This results in pupils missing valuable learning time and falling behind their peers. Leaders should examine more effectively the causes for vulnerable pupils receiving suspensions and put strategies in place which address these.
- The number of pupils removed from lessons for poor behaviour is high. This disrupts pupils' learning and limits their progression through the curriculum. In addition, some pupils truant from lessons and miss learning. Leaders should ensure that a consistent approach to managing behaviour is established so that pupils' learning and behaviour improve.
- The important knowledge that pupils need to learn is not clearly identified in all subjects. Because of this, teachers are not precise about what pupils need to know. Leaders should ensure that their work reviewing the curriculum makes clear the most important knowledge that pupils need to learn in all subjects.
- The way that teachers use information gathered from assessment to adapt their teaching is inconsistent. This means that some pupils' misconceptions are not addressed, leading to gaps in pupils' knowledge. Leaders should ensure that teachers are better trained in how to adapt their teaching in response to information they gather through assessment.
- Leaders and trustees have not done enough over time to address the key weaknesses in behaviour and the curriculum. Leaders' ambitions to make the much-needed improvements are not happening at the pace required. Trustees and senior leaders should ensure that staff have the training that they need to carry out the essential school improvement work.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	147177
Local authority	Bradford
Inspection number	10254082
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1533
Appropriate authority	Board of trustees
Chair of trust	Russell Gill
Headteacher	Alison Mander
Website	https://grange.coopacademies.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school currently uses seven alternative providers. These are a mixture of registered and unregistered providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation.
- Inspectors met with the chief executive officer, the chair of the trust and the interim principal during the inspection. They also met with a range of other senior and middle leaders, including those responsible for safeguarding, personal development, careers, curriculum, behaviour and attendance.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, and design and technology. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with the special educational needs coordinator. They looked at a range of documentation regarding the support that pupils with SEND receive. Inspectors looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors met with the designated lead for safeguarding. They checked records of actions taken by leaders to keep pupils safe. Inspectors scrutinised the single central record.
- Inspectors spoke with a wide range of pupils and staff, formally and informally, over the course of the inspection about the safeguarding culture in school.
- Inspectors scrutinised a range of documentation, including minutes from local governing body meetings and the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour and attendance. They spoke to pupils who had been subject to sanctions. Inspectors observed the behaviour of pupils at social times.
- Inspectors met with groups of pupils to explore their views on school life.
- Inspectors visited and spoke with staff at alternative providers.

Inspection team

Thomas Wraith, lead inspector	His Majesty's Inspector
Moira Banks	Ofsted Inspector
Manina Tyler-Mort	Ofsted Inspector
Kieran McGrane	Ofsted Inspector
John Linkins	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022