



# Pudsey Grangefield School

## Inspection Report

**Unique Reference Number** 108079  
**LEA** Leeds  
**Inspection number** 277896  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** Mr Peter Toft HMI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Richardshaw Lane
<b>School category</b>	Community		Pudsey
<b>Age range of pupils</b>	11 to 18		West Yorkshire LS28 7ND
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 229 6000
<b>Number on roll</b>	1168	<b>Fax number</b>	0113 229 6001
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr S Cliff
<b>Date of previous inspection</b>	19 June 2000	<b>Headteacher</b>	Mr K Cornforth

Age group	Inspection dates	Inspection number
11 to 18	10 May 2006 - 11 May 2006	277896

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Pudsey Grangefield School is a specialist mathematics and computing school catering for boys and girls aged 11 to 18. It has 1,168 students, 144 of whom are in the sixth form. Ninety-two per cent of students are white British and all speak English. The school serves an urban area to the west of Leeds city centre. Two thirds of the students live in areas where the percentages of high social class households and of adults with higher education are significantly below the national levels. Students enter the school with average prior attainment. The number of students with learning difficulties is average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

This is a popular, satisfactory and improving school with a strong capacity to continue to develop. It is well led by an innovative and clear sighted headteacher, supported by a dedicated senior management team and an effective governing body. The school deploys its managers effectively. Planning is coherent, plans are well executed and their results are carefully monitored. This underlies the school's very obvious success in managing improvement. Most middle managers are effective. Most teaching is at least satisfactory and it was good in more than half of those lessons seen. However, teachers do not generally make enough use of assessment information to be able to tailor all lessons to the individual needs of all students. Staff morale is high, and both parents and students are well satisfied with the quality of teaching, the curriculum and the wide range of extra-curricular activities.

The school's recent rise in GCSE standards indicates that students now make satisfactory progress when their attainment in Year 6 is compared with that in Year 11. Progress between Year 7 and Year 9 was poor in recent years but strenuous efforts have been made to improve teaching and the curriculum. Though further improvement is still needed in National Curriculum test results in Year 9, in the majority of lessons seen students in this age range were making at least satisfactory progress. This was confirmed by the students' work and the teachers' marking records.

Behaviour is usually good but a few badly behaved students occasionally hinder the progress of lessons. The school is striving hard and with some success to reduce this disruption. Recent improvements to the policy for behaviour need to be applied more consistently throughout the school. Students are well cared for and guided and they develop well in their time at Grangefield.

The school manages its complex building well though the accommodation leaves much to be desired. Resources have been improved to a satisfactory level generally, and they are now good for information and communication technology (ICT). This is a major impact of Grangefield's specialist school status. Financial management is sound and the school gives satisfactory value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

The school judges the sixth form to be satisfactory and inspectors agree.

The performance of students has improved significantly over recent years. Results in 2005 indicate that students made better progress than might be expected from their results in Year 11. Information on the progress of current sixth form students indicates that they will make at least the progress expected nationally. Limited opportunities exist for students to work with the degree of independence necessary at this level.

Consortium arrangements with two other local schools ensure that there is a wide range of courses available to students. The sixth form is well led and managed.

## **What the school should do to improve further**

- Raise standards of attainment further across all phases of the school.
- Improve the progress made by students, particularly during Key Stage 3.
- Improve the use of performance data on students' progress to tailor lessons better to meet individual needs.
- Embed behaviour policies so that they are understood, consistently applied and effective.

## **Achievement and standards**

### **Grade: 3**

The school judges achievement and standards to be satisfactory overall and inspectors agree. GCSE results have improved in the past two years and the number of students gaining five GCSE grades A\* to C in 2005 was in line with the national average. Boys' results improved so that the large gap between their performance and that of the girls' narrowed significantly. Results in the Year 9 national tests improved less and the school has identified specific groups of students who did less well than they should. The progress that students made between Year 7 and Year 9 was too slow but it has improved throughout the school and is now satisfactory overall. Students with learning difficulties and/or disabilities progress at least as well as their peers.

Current analysis and lesson observations show that standards are rising throughout the school. A range of innovations and rigorous tracking of students' performance is helping to promote improvement. The school recognises that standards in Years 7 to 9 need to rise at a faster rate and there are clear signs of significant improvement in the core subjects. Effective methods are being used to increase the number of students reaching the higher levels and grades.

Standards and progress in the sixth form are satisfactory. The pass rate of students improved in 2005 and was broadly in line with the national average.

## **Personal development and well-being**

### **Grade: 2**

The great majority of students enjoy coming to school and behave well. Relationships are well managed, and teachers work hard to make learning interesting and enjoyable. Students generally feel secure, though there is still a small core of students who can cause disruption in lessons and around the school site. Some pupils and sixth form students find this intimidating, and some parents have expressed concern, but most agree that the school has reduced the problem over the last year. Tighter supervision supports a whole-school behaviour policy, though there is still inconsistency across departments in the way in which the policy is applied.

Students in both the main school and the sixth form are confident in the good support they get from their tutors, particularly as they prepare for examinations. They appreciate the input they have had in the significant moves towards healthy eating. They participate enthusiastically in the wide range of sports and other activities so they are

well prepared for future personal and economic well-being. They demonstrate sensitivity to other people's needs, and this is reflected in their generous support for a range of charities. This caring ethos was also clearly demonstrated when an all boys group in Year 11 empathised strongly with a poem written by an immigrant from a minority ethnic group.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 2**

Inspectors agree with the school's view that teaching and learning are satisfactory overall. Many good lessons were seen but this practice was not consistent across the school. Some, though usually satisfactory, lacked the excitement of the better ones.

In more effective lessons, students are clear about what is expected of them. Teachers make activities varied and interesting and the pace of learning is good. In other lessons, teachers' expectations are lower and there is a lack of variety in the tasks set. Students respond satisfactorily in most cases but the unreasonable attitudes of a minority can slow the progress made overall. There are limited opportunities for students to work independently in all phases of the school.

The school is developing procedures to judge the success of its assessment and marking procedures. Students are reasonably well aware of their targets and many are determined to exceed them. There is an effective system to monitor and track pupils' performance, which works particularly well for older students. Although appropriate information on students is held by the school, teachers do not always use this to tailor lessons to meet the needs of individual students.

Teaching and learning in the sixth form are good, clearly meeting the needs of the students.

### **Curriculum and other activities**

**Grade: 2**

The school provides a good curriculum. It is broad and balanced and meets statutory requirements. It is regularly improved to meet changing needs. Students are able to study a wide range of subjects and an appropriate time is given to each. The curriculum gives due attention to supporting students' overall personal and social development.

The curriculum is increasingly being tailored to meet individual needs. Flexibility and a range of pathways are provided for students in the 14 to 18 age range. Effective and efficient links with neighbouring institutions add a range of vocational courses. Flexibility includes the provision of additional sessions so that, for example, students can study the three separate sciences. Students are increasingly being placed in teaching groups that meet particular needs.

Provision for extra-curricular activities is good and so are the levels of students' participation.

The sixth form curriculum is good and consortium arrangements are effective in meeting needs and efficiency.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good throughout the school including the sixth form. The school is careful to secure students' welfare by ensuring that child protection procedures and risk assessments are effectively attended to. Arrangements for communicating with parents are good.

In the lessons seen, the students' satisfactory progress is helped by targeted academic and pastoral mentoring support throughout all year groups. This is based on good systems for tracking and monitoring pupils' progress. All students, including the most vulnerable, receive additional support through the wide range of agencies which support the pastoral system in the school.

Good liaison with primary schools with the support of the school's 'Restart' team and learning mentors ensure that there are effective systems to help students to settle into the school in Year 7. Students are also adequately prepared for work and future options through careers advice, work experience and the information readily available on the school's website 'Simply Click'.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The management of improvement, and the capacity to improve further, have become very good under the clear direction set by the headteacher in recent years. The key priorities for development are the right ones for the school at this time and they are properly ambitious. They are well in tune with current government policies, such as that for making the curriculum more personalised for students.

The governing body works well as a team to provide strong support for the school. It has the expertise and confidence to question and contribute to ideas for development and to ensure that the school continues in the right direction. Governors know the school's performance accurately and believe that it is popular within the local community.

A strong senior management team runs the school effectively. Senior jobs are carefully defined to ensure that they concentrate on the school's priorities to improve and to secure quality in teaching, progress and achievement. They are well backed up by middle managers, most of whom are effective and increasing in confidence as the fruit of their labours becomes clear in rising standards for students. Managers use data on performance effectively to ensure that their efforts are aimed in the right directions. The school's monitoring and evaluation of itself is very thorough and well grounded

in evidence. Weaknesses are clearly identified and, for most of these, rigorous action is being taken to improve.

The vetting of adults who work with children meets requirements in full. The school is effective in promoting equal opportunities. Both senior and middle managers work well to broaden provision, including of vocational courses, for students in the 14 to 18 age range.

The school is administered well and day-to-day running is smooth. Statutory requirements are met except for the provision of a daily act of collective worship. The school has good relationships with parents.

The range of resources is adequate overall and it is good for ICT, which has been a major impact of specialist school status. The building is well managed but leaves much to be desired as an efficient basis for teaching. It is scheduled to be replaced in 2008 and the school is working strenuously to ensure that the new building is well designed and its erection carried out with minimal disruption to teaching.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

After our visit to inspect your school I would like to inform you of our findings.

- Pudsey Grangefield is a satisfactory school and it is getting steadily better.
- It provides you with good care and guidance and it helps you all to develop well.
- The school is well managed by the headteacher and the staff. It is also well supported by the governors.
- Most of the teaching is satisfactory and quite a lot is good. The teachers respect you and work hard to ensure that you learn.
- The staff do a great deal to ensure that your time in school is safe and interesting.
- You are given a good range of subjects, activities and sound advice on choosing future careers and study when leaving the school.
- The standard of your work is satisfactory. It could get better and it is doing so, especially in GCSE and GCE examination results.
- Most of you behave well and enjoy your time in school but a few of you need to improve your behaviour in lessons.

The school has improved recently and the headteacher rightly intends to improve it more. We believe that four main improvements are needed. These are:

- raise standards further in all years
- improve your progress, especially in Years 7, 8 and 9
- make better use of information on your progress to plan lessons
- ensure that all staff follow the school's policy to ensure that you all behave well and work hard.

Thank you very much for telling us about the school during our visit.