

Pudsey Grangefield School

Inspection report

Unique Reference Number	108079
Local Authority	Leeds
Inspection number	324702
Inspection dates	21–22 January 2009
Reporting inspector	Bernard Campbell HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Number on roll	
School (total)	1168
Sixth form	0
Appropriate authority	The governing body
Chair	Mr Kevin Teague
Headteacher	Mr K Cornforth
Date of previous school inspection	10 May 2006
School address	Mount Pleasant Road Pudsey West Yorkshire LS28 7ND
Telephone number	0113 336 8700
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Age group	11–18
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Introduction

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

Description of the school

Pudsey Grangefield is a larger than average comprehensive school, with specialist status for mathematics and computing. The school moved into a new building in September 2008. The percentage of students eligible for free school meals is a little lower than average and the school serves an area of broadly average social deprivation. The proportion of minority ethnic students and the proportion of students with learning difficulties and/or disabilities are below average. The school has gained awards for information and communications technology (ICT), and Investors in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Pudsey Grangefield is a satisfactory school with good features. The school is in an impressive new building which has been well designed with a good input from staff and students. Careful planning and preparation by the school means that this new environment is being used successfully to improve learning. This is an innovative school that has taken good advantage of the new facilities to extend independent learning. The school has a calm, purposeful and positive climate. Parents have a positive regard for the school and this has improved in recent years. The new school is also well used in the evenings and at weekends by the school and by members of the local community.

Achievement is satisfactory. Students arrive at the school with broadly average standards and they leave at the end of Key Stage 4 with broadly average standards. This represents satisfactory progress. In 2008, the percentage who gained five or more GCSEs including English and mathematics was just above the national average. Higher attaining students have made better than expected progress in recent years. In science, students make inadequate progress and standards are low, particularly at Key Stage 3. In the school's specialist subject of mathematics, standards are broadly average and achievement satisfactory.

The impact of the school's specialism has been greatest in computing. The school won the prestigious Cisco Academy of the Year award in 2008 and 15 students visited the Cisco headquarters in San Francisco. Students who gained industry certification in computing are now working alongside teachers to train other students, and the school is taking a city-wide lead in developing the new 14Ä19 diploma in ICT.

Students' personal development and well-being are good. Behaviour is good and has improved as a result of the school's effective strategies to create positive relationships and set consistent expectations. Attendance has improved as a result of robust monitoring. Students are being successfully encouraged to take greater responsibility for their learning through well planned coaching sessions. They are developing their work-related skills effectively through the emphasis on teamwork in lessons and the good development of their skills in using computers. The school has successfully reduced to low levels the number of pupils not entering education, employment or training. Despite these good features of care, guidance and support this aspect is satisfactory overall. This is due to the limited impact of guidance systems on accelerating students' progress in some subjects, and because health and safety arrangements are not reviewed with sufficient regularity or administered with sufficient rigour.

Teaching and learning overall are good, despite the weakness in science. Senior members of staff are working closely with the science department and improvements have been made to teaching and learning in science. The school has made a significant investment in the professional development of staff in preparation for the move to the new school and the benefits show in the generally high quality of lesson planning and good teaching, but this is yet to have impact in all subjects. The curriculum is good. Students are carefully organised into groups to match teaching to learning needs. A good range of courses are on offer at Key Stage 4, with good vocational links with external partners.

Leadership and management are satisfactory with good features. The principal provides clear vision and leaders at all levels are working together with a strong sense of common enterprise and a shared desire to transform learning and achievement. They have increased students' enjoyment of learning and improved the quality of teaching within a curriculum which is more

tailored to students' needs. Since the last inspection effective actions have improved the personal development and well-being of students, which has resulted in good behaviour and improved attendance. Data are now being used effectively to target the learning needs of students. However, despite the efforts the school has made, it has not succeeded in improving the persistently low standards and progress in science. This, in turn, has a significant effect on overall progress, which is satisfactory, and on standards, which are average. The school has a good capacity to improve. Since the last inspection GCSE results show continued improvement although this was not sustained at the same level in 2008. The quality of the school's self-evaluation is good and the complex transition to the new environment was led and managed successfully to improve teaching and learning, in this school year and in the future.

Effectiveness of the sixth form

Grade: 3

The overall effectiveness of the sixth form is satisfactory. In the sixth form, standards are broadly in line with the national average at A Level. At AS Level, results are below the national average. The progress students make from GCSE to A level is satisfactory overall. The progress to A Level made by students in 2008 was better than in the previous year. However, the progress students made from GCSE to AS Level was less than expected. This was due to weakness in the planning and teaching of general studies and low results in science. In cooperation with the consortium of Pudsey sixth forms, the school has taken action to make more effective provision. Evidence from teacher's assessments suggests that students in the current Year 12 are making better progress in science.

The sixth form consortium is effective in providing a wide range of courses to meet the needs of students. Sixth form students report that they received good advice and guidance about sixth form courses in Year 11. Retention rates within and between year groups are good.

Students are clear about their target grades and rigorous systems are in place for monitoring and tracking their progress. Areas of underachievement have been identified and appropriate action is being taken to address the issues but it is too early to measure the impact on progress. Teaching in the sixth form is generally good but there is some inconsistency between subjects that the school and the consortium are tackling. In the most effective lessons students are challenged and work effectively both in groups and independently. Sixth formers enjoy their learning and appreciate the positive relationships they have with staff, and the facilities in the new building; they feel that it is more like a college.

Sixth form students' personal development is good. There are many opportunities for students to become involved in the life of the school, for example by assisting at parents' evenings, and supporting younger students in their learning. Attendance in the sixth form is satisfactory. Robust processes are in place to monitor and raise attendance.

What the school should do to improve further

- Increase the amount of progress made by all students during their time in the school. In particular, improve the achievement and standards in science at all key stages.
- In the sixth form, improve the progress made by AS Level students.
- Improve the rigour with which health and safety procedures are reviewed and administered.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will have a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards at Key Stages 3 and 4 are broadly average. However, standards in science are well below average at both key stages. This is due to weakness in the leadership and management of the science department and weakness in aspects of teaching, curriculum and assessment in this subject area. Appropriate steps have been taken to improve the leadership and management of science and the quality of teaching but they are yet to have an impact on achievement.

The progress students make is satisfactory overall. It is good in English but it is unsatisfactory in science. Students make satisfactory progress in achieving five or more good GCSEs including English and mathematics. Higher attaining students make good progress in gaining the top grades. In 2008, as a result of good teaching, students made good progress at GCSE in English, media studies, sports studies, geography, graphic products, music, and health and social care. In 2008 some students with learning difficulties and/or disabilities made inadequate progress because they were placed on vocational courses that did not provide them with adequate accreditation. The school identified and rectified this problem and current Year 11 students are on appropriately accredited courses. Overall, students with learning difficulties and/or disabilities make satisfactory progress which is well supported by personalised learning plans and learning support assistants. At Key Stage 3 inspection evidence indicates that in English students make good progress from Key Stage 2. In mathematics they make satisfactory progress, but in science progress is unsatisfactory. The science department has taken an effective lead role in working with local primary schools to improve standards in science. This is contributing to improving the science standards of students entering the school.

Personal development and well-being

Grade: 2

The personal development and well-being of students are good. Students are confident, their behaviour is good and they have a keen sense of what is right and wrong. They are tolerant and respectful of others, especially of younger students and students with disabilities. Vulnerable students spoke matter-of-factly yet movingly about how well they are cared for and respected by staff and other students. All students are proud of the new school building and comment particularly about how the extra computer areas and practice rooms, for example, help them to learn more independently. Attendance is satisfactory and has improved because of robust systems and regular celebrations for good attendance and punctuality. The students enjoy school and have positive attitudes to their learning. Their views are taken seriously; for instance, students played an important role in helping design the new school. Students form positive relationships with people from different backgrounds and are active fundraisers for charity. They have strong links with an orphanage in Uganda and students met their representatives to discuss the transfer of resources from the old school building to Uganda. The few incidents of bullying are dealt with effectively by the school. The healthy menus and wide sports provision encourage students to adopt healthy lifestyles. The school provides a wide range of opportunities for students to prepare for the future. These include raising students' self-esteem, enterprise skills involving financial management lessons, and good transition arrangements especially for students joining the school in Year 7. A high percentage of students stay on in education, training and employment.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Previous weaknesses in the teaching of science are being tackled effectively, although the full impact of actions being taken have yet to show up in students' achievement in this subject. In preparation for the new school considerable investment has been put in to the professional development of staff and this is reflected in the good quality of lessons, some of which are outstanding. In the best lessons students worked with high levels of independence and enjoyment to create solutions to problems. For example, in media studies students were making their own films and radio programmes with high levels of skill and enthusiasm. Students were very well supported by web-based teaching and learning resources, including individual, verbal assessment from the teacher recorded online, which were highly valued by students. The minority of teaching that was observed to be satisfactory lacked clear expectations and challenge for students. In some subjects weaker teaching that resulted in slower progress by students was sometimes caused by the long-term absence of staff. Students are given helpful guidance from the marking of their work and they generally show a good level of knowledge of what they should do to improve. Appropriate opportunities are given for students to review their own work and many contribute well in class when discussing the work in progress. Most students respond well to teaching, and question and answer sessions are particularly effective. Students praised the way the increased access to laptops had improved their opportunities for independent learning and the way staff use the flexible spaces to vary the presentation of lessons. Good teaching has resulted in good progress in a significant number of subjects, including English. The inspection evidence showed that the school has made further improvements in teaching that have improved learning but are yet to have impact on the school's overall results.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. It enables students to enjoy their work, develop their practical and academic skills and acquire the commitment and qualifications to continue in education, training or employment after the age of 16. Improvements have been made to in the curriculum since the time of the last inspection and this has resulted in changes to the grouping of students, leading to more focused work that is better matched to their needs. Similarly, opportunities have been taken to integrate areas of study, as demonstrated in Key Stage 3, and relate students' work more closely to the world of work, for example in the provision of industry standard ICT courses. These improvements are continuing so that students can follow pathways that reflect their abilities and interests. Further breadth in the curriculum is provided through learning and coaching sessions contributing to the development of learning skills and with discussion of matters related to students' health and well-being. The school offers a good range of extra-curricular activities.

Care, guidance and support

Grade: 3

The care, guidance and support for students are satisfactory with good features. There is a high level of commitment from staff to encourage students' enjoyment and achievement and students' personal development is supported and monitored well. The good systems of

monitoring and support have led to improved behaviour, a lower level of exclusions and higher levels of attendance. Teachers use praise and rewards well to raise self-esteem and encourage polite and considerate attitudes. The coaching sessions for all students provide a well planned and systematic process for students to review their progress and take greater responsibility for how well they are doing. Students are becoming more well informed about their progress through efficient and improving systems but these systems have not yet been applied with sufficient robustness or consistency to improve progress in all core subjects. The inclusion team meet the emotional and academic needs of students with learning difficulties and/or disabilities through accurate observation of their needs and sensitive, planned support. There are good links with outside agencies to promote the care of students, especially from educational psychologists, the education welfare officer and local authority partners. The school has worked successfully with other agencies to reduce the number of students who do not continue in education, training or employment. Procedures for ensuring students' safety are appropriate and meet national requirements. Health and safety requirements are not reviewed regularly enough or administered with sufficiently rigorous attention to detail.

Leadership and management

Grade: 3

The overall quality of leadership and management is satisfactory with good features. The principal provides clear and imaginative vision for teaching and learning. His leading contribution to the design of the new school building has increased independent learning by students and created a positive and adult college atmosphere in the school. Leaders and managers at all levels know their school well and provide clear direction. Equality of opportunity and community cohesion are evident in the highly inclusive ethos and the school works well with a range of outside agencies and partners to support the full range of students' needs and diverse interests. Financial management is sound and the school provides satisfactory value for money. Governors are knowledgeable about, and supportive of, the school's work and provide an appropriate level of challenge to the school's leadership.

Senior and middle leadership teams are proactive and self-evaluative and they work together energetically and cohesively to develop and deliver well considered plans and actions. Effective processes for monitoring are in place and evaluation accurately identifies strengths and areas for improvement. The school systematically tracks and analyses students' performance and sets challenging targets. This has contributed to the improved performance of the more able students at Key Stage 4, but has had limited impact so far on improving overall progress at Key Stage 3.

The senior leadership team is firmly committed to raising achievement and standards. Since the last inspection standards have been maintained and progress overall has remained satisfactory at all key stages. Effective action has led to improved outcomes in some subject areas. Senior leaders have also taken action to improve the leadership and management of science; however, the low standards and inadequate achievement in science have not yet been dealt with effectively. The school has a good capacity to improve. Since the last inspection GCSE results show continued improvement, although this was not sustained at the same level in 2008. The quality of school's self-evaluation is good. The complex transition to the new environment was led and managed successfully, has had good impact on the quality of teaching and learning, and provides a good basis for further improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	2	2
The capacity to make any necessary improvements	2	2

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ 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/or disabilities make progress	3	

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
The extent to which learners enjoy their education	2	
The attendance of learners	3	
The behaviour of learners	2	
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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively leaders and managers use challenging targets to raise standards	3	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination eliminated	2	
How well does the school contribute to community cohesion?	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Pudsey Grangefield School, Pudsey, LS28 7ND

Following our visit to your school, I would like to thank you all for your welcome. I particularly want to thank those of you who spoke to members of the inspection team in meetings, around the school and in lessons. You had many good things to say about your school. Inspectors agreed with much of what you said. This is what we found.

Pudsey Grangefield is a satisfactory school with good features. It has a good capacity to improve further. The new building is impressive and you enjoy the increased opportunities to work independently. Achievement is satisfactory. Students arrive at the school with average standards and they leave Year 11 with average standards. Standards and progress in the sixth form are also average although students do not make as much progress at AS Level as at A Level. In science, students make inadequate progress and standards are low.

Your personal development is good. You enjoy school, get on well with each other and contribute positively to the life of the school. Your behaviour is good and attendance has improved. Teaching and learning are good because teachers plan lessons well and you have good opportunities to do practical activities and use computers. The curriculum gives you good opportunities to work at your level of ability and do things that interest you. The principal and his staff have worked effectively and creatively to improve your education but science is still a weakness.

These are the improvements we have asked the principal and governors to make.

- Increase the amount of progress made by all students during their time in the school. In particular, improve the achievement and standards in science at all key stages.
- In the sixth form, improve the progress made by AS Level students.
- Improve the rigour with which health and safety procedures are reviewed and administered.

We know that your principal, governors and all the staff at the school are working hard to further improve the school, and we wish you every success in the future.