

# The Grange School and Sports College

## Inspection report

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<b>Unique Reference Number</b>	109322
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	309960
<b>Inspection dates</b>	5–6 December 2007
<b>Reporting inspector</b>	Alan Clamp HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	865
6 <sup>th</sup> form	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Dean
<b>Headteacher</b>	Mr P S Cook
<b>Date of previous school inspection</b>	4–7 October 2004
<b>School address</b>	Tower Road North Warmley Bristol BS30 8XQ
<b>Telephone number</b>	01454 862800
<b>Fax number</b>	01454 862801

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<b>Age group</b>	11–18
<b>Inspection date(s)</b>	5–6 December 2007
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## Introduction

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

## Description of the school

The Grange School and Sports College is broadly similar in size to other secondary schools nationally. From September 2003 the school has been designated as a specialist sports college. The proportion of students eligible for free school meals is slightly lower than the national average. Around 33% of students have learning difficulties and/or disabilities, which is much higher than average. Approximately 6% of students are from minority ethnic groups, compared with around 18% nationally, and relatively few students do not speak English as their first language. The school is part of the Kingswood Partnership of six local schools and a further education college that co-ordinates 14 to 19 education in the area.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 3**

The overall effectiveness of the school is satisfactory, although it has some good features. Improvements have been made in leadership and management, the quality of provision, and the personal development and well-being of students. The attainment of students on entry to the school is slightly below average. Students make satisfactory progress in response to satisfactory teaching, and achieve standards that are a little below the national averages. The progress made and standards achieved by students improved in 2007, although the school recognises that they have not yet gone far enough, particularly in English and in the sixth form. Appropriate support for students with learning difficulties and/or disabilities ensures that they too make satisfactory progress.

The personal development and well-being of students are good. Students have good opportunities to learn about life in other countries. There is a strong ethos of mutual respect within the school. Students are keen to adopt healthy lifestyles, taking advantage of healthy eating options in the canteen and participating enthusiastically in sporting activities. They enjoy school and behave well. Students take advantage of a range of opportunities to make a good contribution to the school and the local community. Attendance is improving and is now slightly above the national average.

Teachers are enthusiastic and have good subject knowledge, although the planning of lessons does not always take into account the individual needs of all students. Students learn particularly well when they are actively involved in lessons, but they are not given enough opportunities to do so. The effective staff development programme is contributing to an improvement in the quality of lessons. The school provides a good curriculum, including a wide range of extra-curricular activities. Students benefit from good care, guidance and support, and pastoral support is particularly strong. The school recognises that it does not make enough use of assessment information to plan learning, monitor progress and promote quality improvement in all aspects of its work.

The leadership and management of the school are good. The senior leadership team has a clear focus on raising standards and ensuring the well-being of students. Self-evaluation is comprehensive and accurate. The quality improvement plan clearly sets out what needs to be done for the school to improve further. Value for money is good. Specialist sports college status has increased the range of specialist subjects available at the school and contributed to recent improvements in standards. Specialist status has also contributed to improvements in teaching and learning, and facilitated very effective work with the local community, including primary and secondary schools. The capacity of the school to improve is good.

## Effectiveness of the sixth form

**Grade: 3**

The provision for post-16 students is satisfactory. The attainment of students on entry to the sixth form is well below average. Students generally make satisfactory progress but the standards attained remain well below national averages. The overall quality of teaching and learning in the sixth form is satisfactory. The school, as part of the Kingswood Partnership, provides a very broad range of advanced-level courses

for post-16 students, but has recognised that the range of intermediate-level courses is not wide enough to meet the needs and interests of all its students. Many sixth-form students attend courses at other venues and this sometimes limits their opportunities to take part in enrichment activities or to benefit from the good care, guidance and support provided by the school. The personal development and well-being of students are satisfactory. The leadership and management of the sixth form are satisfactory.

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

- Improve the progress made by students and the standards attained in English and in the sixth form.
- Raise the quality of teaching so it is consistently good throughout the school, particularly by ensuring lessons meet the needs of all students and by increasing the opportunities for students to be more actively involved in their own learning.
- Make better use of assessment information to plan learning, monitor progress and promote improvements throughout the school.

### **Achievement and standards**

**Grade: 3**

Achievement is satisfactory even though standards are below average. The attainment of students on entry to the school is slightly below average. Test results in 2006 for Year 9 students were similar to the national average in mathematics, but below average in English and science. The standards achieved at the end of Year 9 in 2007 improved significantly in mathematics and science, but remained unchanged in English. The proportion of students in Year 11 achieving the equivalent of at least five GCSEs at grades A\* to C in 2006 was below the national average. This proportion increased by 7% in 2007, although it remained below average. The proportion of students attaining at least one qualification increased in 2007 and was similar to the national average. The school met or exceeded all of its statutory targets for attainment, except that set for Key Stage 3 English. The overall progress made by students has improved and is satisfactory. The progress made in mathematics and, to a lesser extent, science is generally better than that in English. Students with learning difficulties and/or disabilities make satisfactory progress.

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

**Grade: 2**

Students' spiritual, moral, social and cultural development is good. They have a good awareness of other cultures. High profile projects are helping students gain awareness of education and life in other countries. The sports college status is making a strong contribution to the extent to which students adopt healthy lifestyles. Most students have a good understanding of healthy diet and select appropriate options when dining in the school canteen. Students enjoy physical activity, and participation rates in sporting activities are very high. Students' awareness of safety is well developed. Relationships are strong and an ethos of respect for others permeates the school. Students enjoy school and the additional activities offered, and they have a positive attitude to their learning. Attendance rates are broadly average and improving. Behaviour observed in lessons and during break times was good. Students are confident that any inappropriate behaviour, including the rare

instances of bullying, will be dealt with effectively. There are very good links with the community and students talk enthusiastically about their involvement with local charities. There are good opportunities for students to experience work placements and they make sound progress in developing skills for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

Good teaching is evident in many subjects but it is not consistently good across the school. Teachers make effective use of technology to enhance presentations and engage students' interest. Many lessons are well planned to include a variety of learning activities. In others, the tasks are not challenging enough, or are not matched well enough to students' individual needs. Students respond willingly and with enjoyment when they are actively involved in their learning but they are sometimes asked to listen passively for too long, with insufficient thinking or independent work. Many teachers help students to improve their weak literacy skills, including using helpful writing frameworks, but this practice is not consistent across the school. Students' progress is monitored well. They have a good knowledge of the standards of their work and what they need to do to achieve their target grades. Gifted and talented students and those with learning difficulties are identified and supported appropriately. The effective staff development programme clearly identifies strengths and areas for improvement in teaching and learning, and this is contributing to a gradual improvement in the quality of lessons.

### **Curriculum and other activities**

**Grade: 2**

The curriculum has developed considerably in recent years with a number of innovative features that serve students well, and provides good flexibility in meeting the needs of individuals. The 'Thinking Skills' programme in Key Stage 3 enables students to analyse and improve their own learning. Higher-ability students have the opportunity to take GCSE examinations in mathematics and French in Year 10, enabling them to start advanced work or study a further language in Year 11. In Key Stage 4, the three main curriculum pathways include a wide range of academic, vocational and workplace options available via the Kingswood Partnership. The quality assurance of courses across the partnership is developing. Work experience and other work-related learning opportunities are well established and effective. Students greatly appreciate the wide range of extra-curricular activities available at the school.

### **Care, guidance and support**

**Grade: 2**

Good quality care, guidance and support for students is having a positive impact on their personal development and well-being. Learning co-ordinators track individual progress effectively and intervention strategies are implemented for students who need additional support. Provision for students with learning difficulties and/or disabilities is generally effective, although systems for monitoring the impact of this provision are underdeveloped. There are good links with parents, carers and support

agencies to ensure students' needs are well understood and action is taken to address these needs. There are effective systems in place to monitor the progress made by students but these have been implemented fairly recently and have not yet had time to make a significant impact on achievement. The school is aware that assessment is not yet used well enough to plan lessons that meet the needs of all students. The procedures for safeguarding students meet current government requirements.

## **Leadership and management**

**Grade: 2**

The governing body, ably led by a dynamic chair of governors, has worked closely with the headteacher and school to produce an improvement plan which recognises the school's strengths and weaknesses, and sets out a clearly defined route to further improvement. Challenging targets are set in each of the main areas of the school's work. The headteacher and his senior team have a shared vision for the future development of the school, including the central role of its specialist status. The effects of good leadership are evident in many areas of the school's work. Attainment in tests and examinations improved in 2007, and the school's own monitoring provides strong evidence that results are set to improve further. The quality of teaching and learning is also improving gradually. There is a strong emphasis on the importance of every student reaching his or her potential, and on provision of the support needed to achieve this aim. Good use of the benefits that result from specialist sports college status pervades the school, which is now oversubscribed. Ongoing work with a group of schools overseas has brought opportunities for students to participate in activities not normally available in this country. These links, and opportunities to share good practice within the Kingswood Partnership, have enhanced the professional development of staff, and this is having a beneficial impact throughout the school.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<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>	<b>3</b>	<b>3</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>	<b>3</b>
The effectiveness of the Foundation Stage		
The effectiveness of boarding provision		
The capacity to make any necessary improvements	<b>2</b>	<b>3</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>3</b>	<b>3</b>
The standards <sup>1</sup> reached by learners	<b>3</b>	<b>4</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>3</b>	<b>3</b>
How well learners with learning difficulties and disabilities make progress	<b>3</b>	

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> Grade 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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

## Leadership and management

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

## Annex B



6 December 2007

Dear Students

### **Inspection of The Grange School and Sports College, Warmley, BS30 8XQ**

On behalf of the inspectors who visited The Grange School on the 5 and 6 December 2007, I would like to thank you for welcoming us to your school. We enjoyed the opportunity to share your achievements and talk to you. Many of you helped us find our way around and let us know your views. We think that you might like to know what we think about the school.

What we liked about your school:

- You are starting to make better progress and achieve higher standards in most subjects.
- You enjoy your lessons and make a particularly good contribution to the school and the local community.
- You benefit from a good curriculum that includes a wide range of extra-curricular activities.
- You receive good care and support within the school.
- The leadership and management of the school are good and the school is improving.

What we have asked your school to do now:

- improve the progress you make and the standards you reach in English and in the sixth form
- ensure lessons are more consistently good, particularly by always challenging students of all abilities to do their best and increasing the opportunities you have to be more actively involved in your own learning
- make better use of assessment information to plan lessons, monitor your progress and promote improvements throughout the school.

The Grange School is a satisfactory school with some good features. It is in a good position to improve further and it will need you to play your part, particularly in terms of the effort you make in lessons and in your own time. We wish you every success.

Best wishes on behalf of the inspection team.

Alan Clamp (Her Majesty's Inspector of Schools)