

Ofsted Note of Visit (schools requiring improvement)

School: Grange Academy		Visit: 4
Date of visit: 12 December 2016		
Headteacher: Barney Geen		Monitoring inspector: Marianick Ellender-Gelé HMI
<p>Evidence</p> <ul style="list-style-type: none"> ▪ Meeting headteacher and deputy headteacher ▪ Meeting four governors ▪ Meeting new English and Pupil Voice Lead ▪ Meeting two teachers new to the school, including the newly qualified teacher ▪ Review of leaders' monitoring of teaching ▪ Observation of teachers and pupils at work ▪ Meeting a representative from the local authority ▪ Review of GCSE art work and visit to art club ▪ Assembly <p>Documentation:</p> <ul style="list-style-type: none"> ▪ School improvement – response to previous monitoring visit ▪ Pupil progress data summary sheet ▪ Attendance figures ▪ Case tracking of safeguarding files ▪ Safeguarding log ▪ Pupil voice / parliament information ▪ Health and safety – display ▪ Letter from local authority about Post-16 provision ▪ Scrutiny of LAC PEPs ▪ Pupil premium grant ▪ Information on teachers' performance-related pay 		
<p>Context</p> <ul style="list-style-type: none"> ▪ New deputy headteacher on 31 October 2016. ▪ Interim chair and new vice chair of the governing body from September 2016. ▪ Four new teachers due to start in January 2017, including a new lead for mathematics. ▪ New lead for English and pupil voice. 		
<p>Significant progress has been made since the previous full inspection of the school and the previous HMI visit.</p> <p>Outcomes</p> <ul style="list-style-type: none"> ▪ A higher number of pupils are now entered for GCSEs. ▪ Attendance has improved significantly (whole school, older pupils and pupils who are disadvantaged). ▪ Art work and science club develop pupils' skills and interest. Evidence from displays of practical science stimulating pupils' interest. ▪ Pupils are very proud of their work. ▪ ICT club introduced. ▪ Behaviour information shows improvement. Robust monitoring is reducing incidents, including from the disadvantaged group. The 'calming room' has been dismantled and is now used as learning space. Staff take responsibility to manage behaviour effectively. Excellent behaviour seen during the whole school assembly. ▪ Summative progress sheets were introduced in September 2016. The gathering of performance 		

information is proceeding as planned. Whole staff training has been completed and baseline agreed. Links with other schools for moderation purposes are in place.

- The evaluation of pupils' progress is based on a wide range of subjects and takes into account pupils' personal and social skills.
- Parents are better informed of their children's progress across the full range of subjects.

Teaching and learning

- Detailed observations of teaching and learning are conducted by senior leaders. Staff are very clear about what they do well and what they need to do to improve.
- Improving teaching and learning is a key priority of the school's plan. A culture of high achievement is embedded in teaching and learning. Less-than-good teaching is not tolerated.
- Improved behaviour leads to better learning.
- Pupil voice given high profile = The school has recently achieved a Recognition of Commitment Award (Unicef Rights Respecting School Award).
- Tracking of pupils' progress in all subjects is more accurate = teachers now have the information they need to match activities to the needs and ability of individual pupils.
- An effective process for appraisal includes all staff. Appraisal is used to identify coaching and training needs.
- Leaders of the ASC, primary non-ASC and secondary non-ASC departments and leaders of key subjects contribute to improve teaching and learning in their areas.
- The teachers new to the school are positive about the frequent mentoring and feedback they receive.
- Senior leaders are pressing on with their plans to make teaching and learning consistently good or better. This includes robust induction and mentoring of staff new to the school from January 2017.

Leadership, management and governance

- Significant improvement has been made in communication with and engagement of parents through, for example, The Grange Times, learning logs, coffee mornings, attendance at parents' evenings and whole school events.
- There are many opportunities to develop pupils' personal skills and their social, moral, cultural and spiritual development through:
 - work experience
 - the pilot junior police squad
 - drugs awareness and e-safety learning opportunities
 - assemblies
 - Pupil Voice (for example lunch-time arrangements).
- Safeguarding is effective. Parents are made aware of risk, leaders know families and liaise with the local authority as relevant. Staff are receiving pertinent training. Keeping children safe is central to the school's work and ethos.
- The senior leadership team has been strengthened by the appointment of a well-organised and knowledgeable deputy headteacher. She is leading her areas of responsibilities very well such as the ASC provision and the mentoring of staff. She is a good role model for staff.
- Performance management is robust. The headteacher is dedicated to making the school as best as it can be and to ensure that each pupil is given the opportunities to succeed.
- The headteacher is ensuring that leaders are clear about their roles. Leaders are given delegated responsibility to contribute to the further improvement of the school.
- Governors continue to refine their practice. The Progress Evaluation Group (PEG) was no longer needed. The Chair's Core Group (CCG) now leads improvement. Governors know the school well. Their visits are more focused. They are increasingly asking questions of school leaders to check the impact of their decisions on outcomes for pupils. They check that safeguarding is effective and that pupil premium funding is spent well. They are very aware of the link between performance and pay. The chair of the governing body meets with the headteacher frequently.
- The learning environment is much improved (gym equipment in place, high-quality food technology room, 'calming room' dismantled, iPads to support learning).
- Risk assessments conducted prior to educational visits are comprehensive.
- The capacity for the school's future development is strong. There are plans for the school to join The Bedford Inclusive and Training Trust in April 2017. The local authority is positive about the

leadership of the school. Agreement has been given in principle for the school to develop post-16 provision.

- The headteacher is currently checking and completing website compliance.