

# Grangefield School & Technology College Profile

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## Grangefield School & Technology College

Oxbridge Avenue

Stockton-on-Tees, Cleveland, TS18 4LE

Telephone: 01642 353637

<http://www.grangefield.stockton.sch.uk/>

Local Authority:	Stockton-on-Tees
Age range:	11-16
Number of pupils:	1123
Head teacher:	Mr D Litchfield
Chair of governors:	Mr I Basford

## What have been our successes this year?

In 2010 our Year 11 students produced our best ever set of GCSE results, with 74% achieving five or more grades at C or better. Average points score has also improved; more students are leaving Grangefield School with more qualifications, at higher grades.

At KS3 the performance in English, Maths and Science continues to improve.

Throughout the year there has been an impressive range of activities that enrich the curriculum, including our Annual Carol Service, Remembrance Day Service, Prize-Giving Evening, Study visit to Amsterdam and Ski Trip.

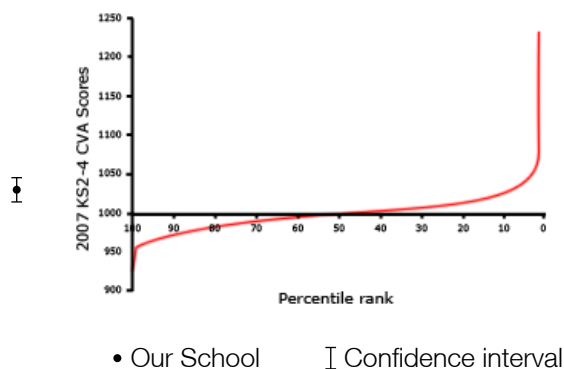
## What are we trying to improve?

The current School Development Plan for 2010-11 lists the following main priorities:-

- Improving the role of the Governing Body in driving improvement, including self-evaluation and planning.
- Revising the Raising Attainment plan, especially in terms of target setting and data.
- Continuing to raise standards in terms of Teaching and Learning.
- To further develop Inclusion and Support, especially for vulnerable students.
- To further develop the curriculum to ensure that appropriate pathways are available for all students.
- To enhance Advice and Guidance for all students.
- To improve the student experience, and develop leadership at all levels.

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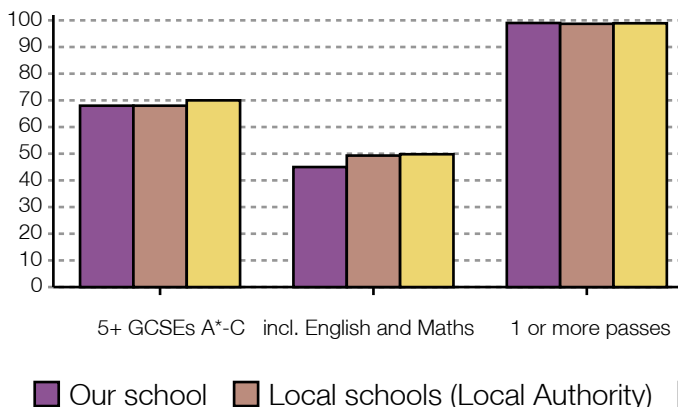
## How much progress do pupils make between 11 and 16?



The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Grangefield caters for students of all ability; indeed, our intake is truly comprehensive. The profile of our intake has remained fairly constant over the last few years; both KS2 results and MidYis tests suggest an average spread of ability. When this profile is taken into account our KS4 results are significantly above those that could be expected for our students.

## How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2009 achieved 5 or more GCSEs (and equivalent) at grades A\*-C, 5 or more GCSEs (and equivalent) at grades A\*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A\*-G.

Given the progress that our students make between 11 and 16, almost three quarters of our students are now achieving 5 or more A\*-C grades at GCSE level (the average for the last three years is 71%). Including English and Maths there has been a marked improvement and we are working hard to build on this over the next few years.

In 2010, only one student failed to achieve at least 1 GCSE (or Level 1) pass; this is a tremendous achievement, and is better than both the national and LA average. As a school, we try very hard to ensure that every student leaves us with at least one pass. This is a reflection of our inclusive ethos.

## How have our results changed over time?

At KS4 the last three years have produced our best ever results in terms of the number of students achieving 5 or more A\*-C grades. Our 2008 result (70%) exceeded both FFT predictions and our challenging target, and placed the school in the top 30% of all schools nationally in terms of value added. Average points score has also improved (404.6 in 2008); students are now leaving Grangefield with more qualifications. We are working hard to ensure that every student leaves Grangefield with at least one pass at GCSE / Level 1 qualification, and have achieved this target twice in the last few years.

## **How are we making sure that every child gets teaching to meet their individual needs?**

Lessons are well planned, using an agreed format that is designed to ensure that the needs of every individual pupil are met. There are detailed schemes of work which are regularly updated. Students are taught in sets based on their ability for most subjects. There is a rigorous programme of Self-Evaluation by the Leadership Team. All students are assessed at the end of every half-term; these results enable underachievement to be identified at an early stage and appropriate action taken. Those students identified as having Special Educational Needs are provided with appropriate levels of support, both in lessons and in small group work; Gifted and Talented students are identified and provided with extension materials, additional national tests, competitions and holiday schools. There is a wide range of targeted intervention strategies in Year 11 to ensure that students achieve their potential; these include mentoring, coursework schools and master blaster revision sessions.

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## **How do we make sure all pupils attend their lessons and behave well?**

Our students attend lessons and behave well because we deliver good teaching and learning opportunities for them. We place a very high priority on attendance; all students have attendance figures reported to parents, with a detailed breakdown. We employ two full time attendance mentors, and make first day absence calls to the parents of unaccounted for students.

The School's Code of Conduct emphasises the need for students to take responsibility for their own behaviour; the impact of this is that students behave with courtesy and show respect for others. There is a clear system for dealing with unacceptable behaviour that involves increasing levels of intervention and support.

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## **What have pupils told us about the school, and what have we done as a result?**

There is a thriving School Council which is central to the development of the student voice at Grangefield. Student questionnaires are carried out on an annual basis; the most recent one highlighted the need for a more consistent approach to the shape of lessons (especially starters and plenaries). Many subjects regularly seek feedback and use this to improve curriculum delivery. The students have raised the issue of School uniform; this has been addressed by the school council with views sought from all parties.

## How are we working with parents and the community?

We place a high value on the Home-School agreement, as it clearly details the responsibilities of the school, parents and students, all working in partnership. We have an open-door policy for dealing with complaints. We use a variety of means to communicate with parents, including letters, notes in student planners, Oak Tree News, Annual Reports, Interim Reports (twice a year) and the school website. There are a variety of community based initiatives, some curriculum based (e.g. Art in the Community), others linked to Local Authority projects. The school is used by local groups for both Sport and Adult Education. We also work in partnership with Stockton Riverside College and Hartlepool College.

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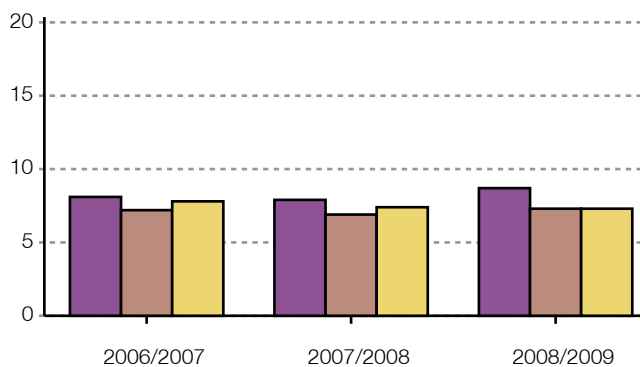
## What activities and options are available to pupils?

There is a wide range of extended curriculum activities available to all students. These include extra help and support in a wide range of subjects, Science club, French Club, Art Clubs, RE Clubs, Philosophy Club, ICT Clubs, Young Engineers Club, Greenpower Racing Car Group, Rugby, Netball, Gymnastics, Football, Tennis, Athletics, Cross Country, Basketball, Cricket, Fishing, Lighting Crew, Choir, Bands, Drama groups, Talent shows, Fashion shows, Summer Show, Carol Service (in local church).

There is a Study Support club which meets twice a week and a thriving range of activities at Breakfast Club.

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## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

We have worked very hard as a school over the last few years to improve levels of attendance. For many years the school achieved less than 90%; in recent years we have broken this barrier and are now striving hard to achieve a target of 93% in the current year.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

We believe that a sense of safety amongst our student is fundamental to them becoming effective learners. Relationships between students and staff are good. There is an effective student support system in place that involves a wide range of staff. There are established procedures for countering bullying, child protection, health and safety etc; there are designated teachers for both Gifted and Talented Students, and Looked After Children. The school council are actively involved in developing anti-bullying measures. School Meals are regularly under review; healthy eating options include a pasta bar; chips are no longer on the menu everyday! Grangefield has achieved the Healthy Schools Award (Gold),

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## **What do our pupils do after year 11?**

In 2009 75% of our Year 11 leavers continued in full time education, many at the local Sixth Form College. Over half of these are now studying A level courses. Around 15% of the cohort found places on work based training schemes, with a further 4% successfully finding employment. Of the other students, around 4% failed to find employment.

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## **What have we done in response to Ofsted?**

The most recent Ofsted inspection (October 2007) identified two key issues:-

Raising standards at KS3 - Much work has already been done on this, and there is an increased sense of purpose throughout the Key Stage.

Further develop the skills of Middle Managers and ensure effective succession planning - There have been some changes in staffing and the role of Middle Managers has been developed through a new support model.

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## **More Information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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