

Granby Junior School

Inspection report

Unique Reference Number	112571
Local Authority	Derbyshire
Inspection number	357131
Inspection dates	21–22 March 2011
Reporting inspector	Doris Bell

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	298
Appropriate authority	The governing body
Chair	Sheila Over
Headteacher	Brian Allsopp
Date of previous school inspection	26 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons and observed nine teachers and one member of the support staff teach. Inspectors also held meetings with parents and carers, groups of pupils, representatives of the governing body and staff, including the headteacher. They observed the school's work and looked at a range of documentation including teachers' planning, the raising attainment plans, assessment, monitoring and evaluation records, records for pupils with special educational needs and/or disabilities and safeguarding policies. The responses to the 93 questionnaires returned by parents and carers were also analysed, as were the responses to the questionnaires for staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is teaching strong enough to maintain the improvements in English in 2010 and to close the gap between boys and girls in mathematics?
- How effectively is the curriculum planned to support teaching and ensure pupils' continuous progress in all subjects?
- How well have leaders and managers established teamwork and evaluated the impact of their work in relation to pupils' progress to ensure continued improvement?

Information about the school

This school is larger than average. The proportion of pupils known to be eligible for free school meals is broadly average, as is the proportion of pupils with special educational needs and/or disabilities. Most pupils are from White British backgrounds. The school runs its own breakfast club, which caters for approximately ten pupils on a daily basis. It has achieved the gold Healthy Schools award and an Anti-Bullying Commitment award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is becoming increasingly reflective as senior leaders and managers evaluate the impact of their actions on teaching and learning and, consequently, on attainment and achievement. This has resulted in satisfactory improvement since the previous inspection, and accelerated improvement since the Ofsted monitoring visit last year. The school has taken on board well the extensive support it has received from the local authority since that time, to help it improve. Leaders and managers are working hard to sustain and build on these improvements in order to accelerate pupils' progress across the school, but not all staff subscribe fully enough to their vision, namely, to accelerate progress across the school. Thus, information about individual pupils' progress is not used consistently well in planning to ensure that all groups of pupils are catered for equally well at all times. While the quality of teaching is satisfactory overall, it is mostly good in Year 6. In the rest of the school, and particularly in Years 3 and 4, expectations of pupils' learning and progress are not always high enough. The school recognises this. Its self-evaluation is accurate and the school improvement plan, drawn up jointly with the local authority, is focused on the right priorities to improve it. Essential systems, such as those for tracking and improving pupils' progress, are well enough embedded to enable the school to move forward. Taken together, all of this demonstrates the school has satisfactory capacity for further improvement.

Attainment on entry to Year 3 is average, as is pupils' attainment in Year 6. This represents satisfactory achievement. There has been an upward trend in English since 2008 and significant improvement in mathematics between 2009 and 2010. In writing, progress is accelerating because of the greater emphasis on the sequential development of writing skills, and increased opportunities for pupils to use these skills in different subjects. In mathematics, although also improving, pupils' progress is limited because there are too few opportunities for them to use and apply their mathematical skills in problem-solving activities until they are in Years 5 and 6. In Year 6, good emphasis is placed on relating work in mathematics to real-life situations. There are no significant differences in the attainment or progress of boys and girls in English or mathematics. Pupils with special educational needs and/or disabilities make satisfactory progress. They are helped to do this by mostly well-briefed support staff who work with them in, and sometimes out of, class.

The satisfactory curriculum is enriched by a good range and number of visits, visitors and well-attended clubs. The pupils' good behaviour, their positive relationships with others, and their good understanding of how to keep themselves safe, fit and healthy, are the outcomes of the emphasis placed on personal development within the curriculum, and the satisfactory care, guidance and support provided by the school. Almost all parents and carers say the school keeps their children safe, but some have concerns about its handling of behaviour and bullying. The school does not always make it clear enough to them how

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it deals with these issues, or how it follows up their suggestions or complaints. This leaves parents and carers unsure as to whether the school listens to them, and what its vision is for their children.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress by:
 - raising teachers' expectations of all groups of pupils, especially in Years 3 and 4
 - achieving more consistently good teaching throughout the school
 - using everything they know about how well pupils are doing to ensure a better match of learning to pupils' different levels of ability
- Strengthen leadership and management at all levels by:
 - ensuring that the vision and ambition of senior leaders is communicated to the whole school community
 - establishing effective teamwork in and across year groups to ensure pupils can learn equally well at all times
- Improve communication with parents and carers by:
 - clarifying for them the procedures in place to promote good behaviour and eliminate bullying
 - explaining how the school responds to their suggestions and complaints, and the outcomes of decisions in relation to these.

Outcomes for individuals and groups of pupils

3

In a good literacy session in Year 6, responding to guidance on how to set out a play script, pupils used stage directions, characterisation and the occasional aside well to create atmosphere and engage the reader. The improvement in their writing is a result of the emphasis given to the sequential development of writing skills. Pupils use these skills increasingly well as they write in different subjects, although simple spelling errors persist in some books, and pupils do not always pay enough heed to guidance given in marking. This is evident in the number of times they are asked to correct the same errors.

In mathematics, pupils develop increasingly sharper mental and oral skills as, for example, they work in pairs to solve number calculation problems quickly. When pupils have the opportunity to apply their mathematical skills in problem-solving activities, they persevere well. This was noted as they worked out equivalent fractions, using common denominators, and explored what fractions actually mean, for example, in relation to whole numbers or in ensuring equal sharing of different items.

Pupils are reflective. They understand right from wrong and they work together well. Pupils with special educational needs and/or disabilities are fully integrated into everything the school has to offer. Pupils respect adults and each other, and they know how to keep themselves safe in and out of school. Virtually all parents and carers agree with this. Pupils are becoming increasingly better at trying to resolve conflict themselves. All pupils

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spoken to stated confidently that harassment of any sort, including bullying, is not tolerated, and issues are dealt with quickly and effectively when reported. Pupils are keen to learn, and their good behaviour enables lessons to proceed undisturbed.

Pupils are becoming increasingly aware of and involved in the local community. Their understanding of community beyond this is less well developed, being limited largely to what they learn about major world faiths. Pupils accept responsibility well, for example, as school councillors and eco committee members, and older pupils enjoy helping younger ones. They do not have enough opportunities to show initiative because much is decided for them. Plans are under way to foster more independence in the future. Pupils enjoy the inter-class competitions to encourage good attendance, and attendance is above average. Pupils are knowledgeable about the benefits of healthy eating and regular exercise. They participate well in the good range of exercise activities available to them, and understand the dangers of drugs and alcohol abuse. All of this, taken alongside their satisfactory progress in basic skills, means they leave the school adequately prepared for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In lessons, explanations are normally clear, and pupils know what they are expected to learn. Consequently, they usually undertake their tasks confidently. Relationships between adults and pupils are constructive, and pupils are keen to meet their teachers' expectations. In the best lessons, pupils' interest is captured well and teaching and

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support staff provide pupils with well-focused guidance that enables them to make good progress. However, good teaching is not sufficiently widespread to ensure consistently good progress in all year groups. In some lessons, pupils' progress is restricted through a lack of accurately targeted learning, and questions that are not always sufficiently probing. Teachers' expectations of pupils' potential achievement are not always high enough in these lessons, which usually move at a rather pedestrian pace, or become dull, causing pupils to lose interest in what they are doing. Marking is satisfactory but it does not always link with pupils' targets, or identify for pupils the next steps in their learning. Where it does these things, pupils mostly respond well and their learning improves.

Pupils are well known as individuals. Two-way visits and 'buddies' help pupils settle quickly into Year 3, and the school does what it can to ensure pupils' smooth transition to the many high schools it serves. Pupils with special educational needs and/or disabilities are supported well at those transition points. Transition between year groups is less secure, although, with improvements in the tracking of their progress, it is on course to improve this year. The support for pupils whose circumstances make them more vulnerable is satisfactory, but the impact of that work is not well enough monitored to assess its impact on their learning and personal development.

The curriculum supports pupils' health, safety and well-being effectively. It emphasises the development of basic skills, and makes good provision for pupils' physical development. The latter is reflected in the school's successes in inter-school sporting events. The curriculum is enriched by themed weeks and Friday afternoon activities that bring pupils of different ages together to learn. This introduces an air of excitement to learning and is helping to develop teamwork amongst the staff as they collaborate to plan a range of work for different ages and stages of learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders and managers have a secure understanding of whole-school issues, and of weaknesses in teaching that affect learning. They are embedding ambition and driving improvement satisfactorily, and expectations are sufficiently high to bring about satisfactory outcomes. Improvements in the tracking of pupils' learning and progress have raised awareness of the need to accelerate learning. Challenging targets have been set for pupils and staff to tackle weaknesses in teaching and learning and lead to greater accountability for pupils' outcomes. Joint observations with local authority staff have contributed to this, as have the outcomes of the regular dialogue meetings to discuss individual pupils' progress.

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Governance is satisfactory. The governing body knows the school's strengths and weaknesses and has put in place a range of plans, which includes relevant training, to enable it to hold the school to account better for pupils' outcomes. The school regularly seeks the views of parents and carers, and its relationships with them are generally positive. Parents welcome the recently introduced text messaging service, but several feel the school does not communicate well enough with them. The school's partnership with the local authority has contributed effectively to whole school improvement. Its partnerships with other agencies are satisfactory, including for pupils with special educational needs and/or disabilities. Leadership of this area has stabilised after several changes, partnerships are being re-established, and a range of good systems are in place to ensure their effectiveness.

The school promotes equality of opportunity satisfactorily. It ensures all pupils can participate equally well in everything it has to offer, but pupils in some classes do not make the progress of which they are capable. The school understands its own context and it is reaching out well to the local community. Its work to promote pupils' awareness of different communities nationally and globally, though satisfactory overall, is less well developed.

Safeguarding arrangements meet current requirements but there is a wealth of policies relating to this aspect of the school's work, and a lack of clarity over which is current. The school site is safe and secure, all relevant training is up to date, and the vetting of adults working with pupils is recorded well. The school's duties with regard to safeguarding are not communicated clearly enough to parents and carers.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Views of parents and carers

The response to the inspection questionnaire was similar to that found in most schools. This, and discussions with parents and carers held during the inspection, indicated that the vast majority of parents and carers are satisfied with most aspects of the school's work. However, a significant minority voiced concerns about the school's management of behaviour, especially bullying, its communication with them, including the account it takes of their suggestions and complaints, and the quality of leadership and management. Inspection findings are that behaviour is good in school and the school has clear procedures for dealing with bullying, which it uses to solve individual disputes. Leadership and management, and engagement with parents and carers were judged satisfactory. The inspection recommended some improvements in both of these areas.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Granby Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 298 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	39	54	58	2	2	0	0
The school keeps my child safe	39	42	52	56	1	1	0	0
My school informs me about my child's progress	35	38	50	54	7	8	0	0
My child is making enough progress at this school	34	37	57	61	2	2	0	0
The teaching is good at this school	39	42	45	48	3	3	1	1
The school helps me to support my child's learning	32	34	49	53	5	5	1	1
The school helps my child to have a healthy lifestyle	29	31	60	65	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	30	55	59	4	4	0	0
The school meets my child's particular needs	28	30	56	60	4	4	0	0
The school deals effectively with unacceptable behaviour	26	28	41	44	8	9	7	8
The school takes account of my suggestions and concerns	22	24	48	52	9	10	3	3
The school is led and managed effectively	19	20	47	51	12	13	7	8
Overall, I am happy with my child's experience at this school	36	39	47	51	6	6	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 March 2011

Dear Pupils

Inspection of Granby Junior School, Ilkeston, DE7 8DX

Thank you for the very warm welcome you gave us when we visited your school. It was a delight to talk to you and hear about what you do there. As you know, we came to see how well you were all doing. It was good to see you know how to keep yourselves safe, fit and healthy, and that you feel that any untoward behaviour, including bullying, is sorted out quickly. We noted that your attendance is usually above average. You told us you enjoy school, but would like lessons to be different sometimes, and that there are some little changes you would like, to improve the building and the atmosphere in school.

We found that your school is satisfactory, although we noted that some of you are really keen to improve your work and reach higher levels. We have asked the school to focus on three things to help you do this. They are to:

- ensure you are always taught well, and your teachers use everything they know about how well each one of you is doing to plan the next steps in your learning
- share with everybody connected with the school what senior leaders are trying to make happen in order to ensure you learn well at all times
- communicate better with your parents and carers so that they are clear about what the school does to help you behave well and to do well in your work.

We hope that by doing these things, the school will improve, and you will continue to enjoy learning for the rest of your lives. We wish you well for the future.

Yours sincerely

Doris Bell

Lead inspector

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