

Granby Primary School

Inspection report

Unique Reference Number	120006
Local Authority	Leicester
Inspection number	358664
Inspection dates	22–23 March 2011
Reporting inspector	Ruth McFarlane

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Jon Gulliver
Headteacher	Peter Fowler
Date of previous school inspection	11 March 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons and 15 teachers were seen. Meetings were held with governors, staff and pupils. Inspectors observed the school's work and looked at a range of school documentation, including policies, safeguarding arrangements and the school improvement plan. They looked at data showing pupils' progress over the last three years, and pupils' current work. The inspection team spoke with parents and carers and analysed 85 parental questionnaires, as well as questionnaires completed by pupils and staff.

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

- How well does the school track pupils' progress and take action to avoid individual or group underachievement?
- Are the school's strategies to accelerate progress in mathematics effective?
- How effective is the new middle-leadership structure in contributing to the drive for improvement?

Information about the school

This is a larger-than-average urban school. Pupils are mostly of White British heritage. Few are from minority ethnic groups, although more than at the time of the last inspection. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational needs, is below average. The learning difficulties are mainly moderate, or behavioural, emotional and social, or autistic spectrum disorders. Fewer pupils than average are known to be eligible for free school meals. There has been a reorganisation of the management structure and the governing body since the last inspection, and a new Chair of the Governing Body. The Early Years Foundation Stage comprises a nursery where attendance is part-time (mornings or afternoons), and two Reception classes. The school holds Artsmark Silver and Healthy Schools status. The school runs before- and after-school care for its five- to 11-year-olds.

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. Its strengths are in good levels of care, guidance and support which promulgate a warm and caring ethos. This results in pupils' well-developed personal skills and their enjoyment of school and has encouraged above-average attendance. Most parents and carers are strongly supportive and this makes a good contribution to the school's positive ethos. 'Granby Primary is a lovely community-based school with a great atmosphere,' was a typical comment on one of the questionnaires.

Pupils feel very safe in school and valued by the staff. They are proud of the school's Healthy Schools status and have a good understanding of how to live a healthy lifestyle. Behaviour is good. The school council allows pupils to have a positive impact on the life of the community. Pupils take on a range of responsibilities, including selected, trained pupils wearing yellow hats, which identify them as 'buddies' to offer help in the playground.

Children get off to a good start in the Early Years Foundation Stage and pupils' progress through the school and their overall achievements are satisfactory. They leave Year 6 with broadly average standards, better in reading than in writing, and weaker in mathematics. Fewer pupils reach the higher National Curriculum levels than can reasonably be expected. This is because teaching is variable. In the best lessons, teachers have high expectations of the pupils; they make good use of accurate assessments of pupils' past achievements to provide exciting challenges for all abilities. In weaker lessons, teachers over-direct the pupils and do not match work closely enough to their needs. This particularly affects the more-able pupils because they sometimes have to spend too much time recapping or consolidating work that is already familiar to most of them. In those cases, they have insufficient opportunity for new learning that builds on what they already know.

Cross-curricular work is developing with some subjects linking together to make learning more relevant to life after school. However, the range of opportunities for pupils to apply their literacy and numeracy skills across the curriculum is not checked or developed so that opportunities are lost to extend basic skills.

The recently developed management structure, that links phase leaders with a named governor, has galvanised the drive for improvement and enabled the governing body to begin to hold the school to account more effectively. Self-evaluation is accurate, giving a very clear analysis of the school's current quality. The phase-leader arrangement is working well in some respects. However, responsibility for continuity and consistency of provision through the school for literacy and numeracy is not fully clear. The good systems introduced to monitor and improve the quality of pupils' achievement have not had enough time to make their full positive impact on pupils' learning. However, these initiatives, and the purposeful teamwork evident between the governing body and the school's leaders, demonstrate that the school's capacity for further improvement is satisfactory.

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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?

- By January 2012, improve the frequency of good and better teaching by:
 - ensuring teachers use assessment accurately to match work to pupils' needs, particularly the more able
 - improving the pace and excitement of lessons to fully engage and motivate pupils.
- By April 2012, increase the rates of progress in writing and mathematics by:
 - ensuring teachers' expectations of pupils are high and that tasks extend learning and provide good challenge
 - providing opportunities for pupils to regularly apply and extend their literacy and numeracy skills and knowledge across the curriculum
 - ensuring that pupils spend a greater proportion of each lesson actively engaged in their own work, particularly extended writing and investigative mathematics.
- Improve the skills of managers at all levels to drive improvement and raise the quality of teaching by:
 - clarifying responsibilities to ensure a clear overview of writing and mathematics is gained and to ensure continuity of provision and consistency of practice through the school
 - auditing the use of literacy and numeracy skills through the curriculum and ensuring planning identifies where these skills might be embedded and extended through other subjects

Outcomes for individuals and groups of pupils

3

Overall, having entered the school with skills that are below those expected for their age, the majority of pupils achieve satisfactorily so that they leave Year 6 with broadly average attainment, preparing them satisfactorily for their future lives. Pupils make satisfactory progress in their basic skills such as handwriting, spelling and calculations because there are well-established teaching programmes in place. Pupils' progress was especially rapid in a calculation lesson in Year 1 to spot patterns in doubling numbers. Excellent planning ensured that, from the start, different work was matched precisely to the different abilities. The use of mini-whiteboards and excellent use of teaching assistants ensured that all pupils were fully engaged in thinking and learning. Lessons like this demonstrate pupils' enjoyment for learning. However, few of the more able develop higher levels of skills in writing and mathematics. Pupils increasingly make good use of individual and group targets to improve their own learning and to deepen their knowledge of literacy and numeracy, although this practice is not yet consistent. This is because pupils do not write at length for a range of purposes or independently use and apply their numeracy skills often enough.

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There is no significant difference between the progress of boys and girls. The school takes positive steps to break down barriers to achievement by, for example, the effective use of well-trained teaching assistants. As a result, pupils with special educational needs and/or disabilities make satisfactory and sometimes better progress. Those who speak English as an additional language are also helped to achieve, and they make satisfactory progress because they receive individual help.

The very large majority of pupils enjoy and take a pride in their work and present it well. They are polite, tolerant and thoughtful towards others, encouraged by thought-provoking assemblies and good opportunities to explore personal and social issues. As a result, they take their responsibilities seriously, for example, as playground buddies, and have well-developed spiritual, moral, social and cultural awareness. The school council is an active and influential group for pupils' views and enables pupils to contribute well to their school community. Pupils are increasingly involved in the local community, for instance through projects involving the local professional football and rugby clubs. The school has begun to broaden the pupils' understanding of community by, for instance, sponsoring a child in Tanzania. Meaningful links with families from the wider national community are less developed.

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	2
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	2

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

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How effective is the provision?

The school is a caring one. Many parents and carers are appreciative of the headteacher's knowledge and understanding of their children. The procedures for identifying potentially vulnerable children and supporting their personal well-being are good. One parent, with similar views to others, commented, 'The school deals with any concerns with enormous skill, concern and respect. I cannot begin to express how grateful I was and continue to be for their actions.'

Although teaching is satisfactory overall, and has led to pupils' satisfactory achievement, some good teaching is evident. In the best lessons, teachers generate excitement and interest through setting practical tasks which require pupils to solve problems and apply their skills and knowledge imaginatively. In these lessons, teachers share clear and precise objectives for pupils to achieve, and set out clear criteria for success. In the less-effective lessons, the pace of learning is too slow. Tasks for the more able are not always challenging because expectations in these lessons are not high enough. One parent encapsulated the problem, saying, 'We often feel our child could be pushed slightly more.' The systems for setting targets to support learning, especially for pupils with special educational needs and/or disabilities, are beginning to lead to faster progress, although the use of these tools is not yet consistent.

The curriculum has some good elements, such as the range of popular extra-curricular activities, such as cross-country running, sewing and orchestra that contribute well to pupils' personal development. Provision in art and design is recognised in the school's silver Artsmark. Strategies to raise attainment are beginning to work, such as the improved direction of teaching assistants and some one-to-one coaching. However, the impact overall has not led to more than satisfactory outcomes for pupils. Cross-curricular links between subjects to make learning more relevant and exciting are not consistently developed through the school. Before- and after-school care provides appropriate additional support for pupils' learning and well-being.

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	2

How effective are leadership and management?

Since the last inspection, the headteacher has developed the role of the senior leadership team to monitor and evaluate the quality of teaching and learning. As a result, procedures for the incisive analysis of pupils' progress have improved well. New methods sharply track pupils' progress. Middle leaders are enthusiastic and committed. However, their roles as phase leaders are still developing so that the drive for improvement overall is having no

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more than a satisfactory impact on pupils' learning. Staff and governors know the school's strengths and weaknesses well and have correctly identified priorities, working together to improve pupils' achievement. As a result, these groups feel valued, morale is high and parents and carers feel very positive about the future of the school.

The school engages well with parents and carers overall, carefully considering their views. Communication is frequent and effectively two-way. Good partnerships have been developed that promote learning and well-being. Key among them are the links with secondary schools enabling some lessons to be taught by secondary teachers so that pupils get to know something about the school to which they may move. Links with outside agencies to assist pupils who may have difficulties in their learning are also strong and contribute to these pupils' confidence, progress and well-being.

Governance is satisfactory. The governing body is increasingly informed through consultations with staff, but the links with phase leaders are still relatively new. The school promotes safeguarding good practice. This is exemplified by well-implemented safeguarding policies so that staff and governors have clear roles, thoroughly carried out. The promotion of community cohesion is satisfactory. The governing body satisfactorily fulfils its statutory duties in relation to promoting the understanding of diversity for pupils and staff and equality of opportunity. This is shown by pupils' current attainment and progress which also confirm that the school offers satisfactory value for money.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good induction processes ensure that staff are able to plan effectively for children's needs and interests, encouraging a quick start to learning. The children make good progress, aided by extremely prompt and extensive group and individual support. Speaking and listening skills are the basis of all activities, incorporating the promotion of children's

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personal and emotional development. There is a good balance of teacher-directed and child-led activities in the Nursery and Reception classes. The outside area is used well as a stimulating learning environment. Teaching is good because it recognises children's individual needs and interests and motivates them to learn. The children play and learn enthusiastically because there is so much for them to discover. Planning focuses well on children's enjoyment, engagement and development of skills. The quality of adults' questioning is variable in terms of accelerating children's progress because it is not regularly specific enough to extend learning or build on the children's ideas, especially for the children who find learning easy.

The Early Years Foundation Stage is led well. Assessments and records of children's learning are on-going through each day and findings inform future planning. By the time they enter Year 1, most children are working at levels that have risen from below expectation to average. Children's personal development is integral to all activities, incorporating learning about exercise, healthy eating, keeping safe, behaving sensibly and caringly. Staff's modelling of such practices is emulated by the children in a happy, secure and busy environment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents and carers who responded to the questionnaire are strongly in support of the school's work. Dissatisfaction was limited and of no particular pattern. The most positive views recorded show that parents and carers feel that their children are kept safe at school, that their children enjoy school and that teaching is good. Most parents and carers feel the school takes account of their concerns. The very few individual negative comments on this question were investigated by the inspection team. They judged from a study of the detailed records that the school does take appropriate account of concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Granby Primary 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	56	34	40	1	1	1	1
The school keeps my child safe	51	60	33	39	0	0	1	1
My school informs me about my child's progress	42	49	39	46	3	4	1	1
My child is making enough progress at this school	44	52	36	42	2	2	3	4
The teaching is good at this school	48	56	33	39	2	2	1	1
The school helps me to support my child's learning	39	46	40	47	6	7	0	0
The school helps my child to have a healthy lifestyle	34	40	45	53	6	7	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)	35	41	38	45	2	2	3	4
The school meets my child's particular needs	35	41	43	51	5	6	0	0
The school deals effectively with unacceptable behaviour	28	33	47	55	4	5	2	2
The school takes account of my suggestions and concerns	29	34	46	54	3	4	2	2
The school is led and managed effectively	32	38	43	51	5	6	3	4
Overall, I am happy with my child's experience at this school	44	52	37	44	3	4	1	1

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.



25 March 2011

Dear Pupils

Inspection of Granby Primary School, Leicester, LE2 8LP

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you. These are some of the things we found out about your school.

You go to a satisfactory school. This means that some things are fine and some could be better. You told us that you enjoy the clubs you take part in and know how to live healthily. You make a good contribution to the way that the school is run through taking on responsibilities, such that of school councillor. You know how to keep yourselves safe and you really appreciate the care that all the adults in school show to you. You enjoy coming to school and because of this, your behaviour is good and your attendance is above average. Do keep that up because it helps you to learn.

The standard of your work is average and some of you could make even better progress. To help your school become even better, I have asked your headteacher and the governing body to ensure staff:

- make all lessons as good as they can be by keeping things moving and increasing the proportion of each lesson that you are not just listening to your teacher, but are working on your own, to learn new things
- make sure all lessons are exciting and meet your needs and make you think a bit more
- give you lots of interesting longer tasks in writing and investigations in mathematics so that you can use and extend your skills
- keep a closer eye on how well you are getting on with your literacy and numeracy work across all other subjects and in all the different classes.

You can help by always trying your best and continuing to enjoy school as much as you told us you do now.

Yours sincerely

Ruth McFarlane
Lead inspector

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