

Granby Junior School

Heanor Road, Ilkeston, DE7 8DX

Inspection dates 6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is good school

- Pupils make good progress in English and mathematics. By the time they leave the school, standards are well-above average.
- Pupils do well in reading. They are supported in this through a regular programme of reading in school and at home.
- Pupils from all backgrounds are warmly welcomed and those who need the most help are well supported.
- Teaching is good. Staff have strong working relationships with the pupils and use praise well to boost their confidence.
- The large majority of pupils behave well and are keen to learn. They know how to keep safe.
- Leadership and governance are effective because they ensure a strong focus on improving teaching and the progress pupils make.

It is not yet an outstanding school because

- Teaching is not good or better in every lesson and work is not demanding enough for all abilities in a few lessons.
- At times, teachers talk too much, which limits the opportunities for pupils to discuss their ideas.
- Subject leaders do not have many opportunities to check progress. Staff have not always taken opportunities to work with others to identify what else could be improved.
- The school buildings are shabby and poorly maintained. Premises checks are not followed up well enough to ensure all areas are suitable and stimulating places to work.

Information about this inspection

- Inspectors observed 18 lessons, or parts of lessons, including some joint lesson observations with the headteacher. Inspectors also observed group reading activities and listened to individuals read. Inspectors looked at samples of the pupils' recent work.
- Meetings were held with the headteacher, senior leaders and the special educational needs coordinator. Discussions took place with groups of pupils, representatives of the governing body and the local authority.
- Inspectors took account of the views of 23 parents and carers as noted on the online parent questionnaire (Parent View) and 22 responses to the staff questionnaire. They also spoke to several parents during the course of the inspection.
- Inspector's observed the school's work and looked at a number of documents, including: the school's own data on pupils' progress, school development planning and monitoring information, records relating to behaviour, attendance, safeguarding, risk assessments of the premises and the minutes of the governing body's meetings.

Inspection team

Sue Hall, Lead inspector

Additional Inspector

Dennis Brittain

Additional Inspector

Susan Tabberer

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized junior school.
- Slightly more pupils are known to be eligible for the pupil premium than in most schools. This provides additional funding for pupils known to be eligible for free school meals, the small number in local authority care and those with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs identified at school action is slightly above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- About 3% of pupils are from minority ethnic groups. A very small number speak English as an additional language.
- There is no additional or alternative provision for the pupils away from the school site.
- During the inspection, 52 pupils from Year 6, two teachers and two support staff were out of school at a residential outdoor education centre.
- The chair and vice chair of the governing body were elected at the last governors meeting.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Make sure that teaching is always at least good and increase the amount that is outstanding by:
 - checking that all lessons contain demanding work for all groups of pupils
 - limiting the amount of time teachers talk directly to the class, and providing pupils with more opportunities to develop their own ideas and speaking skills.
- Improve the checks made on the work of the school by:
 - providing subject leaders with more opportunities to check the planning of learning and the quality of teaching so they can identify areas for further improvement
 - ensuring staff visit other schools and work with advisers to develop a more rigorous approach to school improvement
 - making sure that leaders and governors carry out regular and rigorous premises checks and take action to make improvements where necessary, and that the school provides a suitable and stimulating environment for pupils and staff.

Inspection judgements

The achievement of pupils

is good

- The attainment of pupils on entry to the school varies year on year, but is generally above average. The large majority of pupils make good overall progress during their time at Granby. By the end of Year 6, standards are significantly above the national average as they have been for the last three years.
- Pupils of different abilities make good overall progress. The proportion attaining the higher levels in their work is good, especially in reading and mathematics. Pupils make particularly effective progress where tasks are explained well and they have sufficient time to discuss their ideas and complete their work. This was seen to good effect in Years 4/5 when pupils learned how to use connectives to join or complete sentences.
- Pupils across the school read well. Group reading activities are well organised. Pupils have a good understanding of letters and the sounds they make and read regularly in school. There is also a well-established programme where parents agree to hear their children read at least twice a week. This is proving very effective and many pupils, including the lower attainers, say they really enjoy reading.
- Assessment information on pupils' attainment and progress indicates that girls generally do slightly better than boys, especially in writing. The school has recognised this and provides activities and resources that are targeted at capturing boys' interest. For example, pupils in Year 3 enjoyed planning their own version of myths, legends and fables when focusing on the story of Hercules. This whole-school approach is working well and the gaps in attainment between different groups are narrowing.
- Pupils make strong progress in mathematics with many reaching the higher levels in their work. This was well illustrated in a Year 6 mathematics lesson where pupils converted fractions into decimals. With a close focus on what each number represented, pupils clearly recognised where the decimal point was in their calculations.
- Pupils are supported well through the use of pupil premium funding. For example, pupils eligible for free school meals attain better – with higher average point scores in the Year 6 English and mathematics tests – than similar pupils nationally, and equally well with others in the school, in all areas of their learning and, particularly, in reading and mathematics.
- Disabled pupils and those with special educational needs, those from minority ethnic groups and the very small number speaking English as an additional language also achieve well and make similar overall progress to their classmates.

The quality of teaching

is good

- Teaching in most subjects, including English and mathematics is good. However, this is, occasionally, a little too variable. While no outstanding teaching was seen during the inspection, school data showing pupils' progress and attainment and samples of their recent work indicate effective teaching and learning over time.
- In all classes, a positive feature is the strong working relationship between staff and pupils.

There is a warmth between adults and their charges that results in many pupils wanting to please their teacher and therefore, work hard.

- Staff use praise well to motivate pupils. This was seen to good effect in Years 4/5 when pupils with behaviour, social and emotional difficulties were very well supported by the teacher, which enabled them to keep a focus on their learning.
- Staff generally explain things clearly to pupils so that they learn effectively. For example, good explanation was observed where pupils were told how to calculate decimals and fractions. However, in some lessons, teachers talk for too long and pupils' attention drifts. They are then sometimes unsure what they have to do next to take their learning forward. In these situations and, occasionally, even when teaching is good, pupils lack the opportunity to develop their own ideas in discussion with partners or in small groups.
- Most staff use questions well to check pupils' understanding. They give good verbal feedback so that most pupils know what they have done well or what they can improve. The marking of pupils' work is thorough.
- Where teaching is particularly strong, teachers expect a lot of pupils and plan learning carefully to interest and stimulate learners of all abilities. The planning of learning, however, is sometimes too variable and occasionally the work is the same or very similar for groups of differing abilities, which does not ensure the best level of challenge for all.
- Teaching assistants are deployed well, helping individuals and small groups, including disabled pupils and those with special educational needs, and those entitled to pupil premium support both in and out of lessons.

The behaviour and safety of pupils

is good

- The large majority of pupils behave well. Most indicate they enjoy coming to school because they like their teachers and meeting their friends. Many enter the school having achieved some success in Key Stage 1 and already have positive attitudes to their learning. Most concentrate and try hard with their work, although, occasionally, some are rather passive in their learning and do not offer much to discussions.
 - Most pupils get on well together. They say they like playtimes and know they have to be aware of others in the crowded school playground. Whole-school assemblies focus well on staying safe, including road safety when coming to school.
 - There have been no recent exclusions from school. Observations and school logs show there have been few incidents of unacceptable behaviour. Such a good record is a credit to the school and shows that the small numbers of boys with behaviour, emotional and social difficulties are well managed. This ensures their behaviour does not impact on the safety of others.
 - Pupils can clearly explain what bullying is, including cyber-bullying. They understand that they have to be responsible in the use of computers and mobile phones. A small number of parents and carers have concerns about bullying, including name-calling. Discussion with older pupils indicates they are aware of such issues and believe it does happen at times, but recognise it is not acceptable.
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- Attendance and punctuality are generally good. The situation is closely checked by the school and any concerns are carefully tracked and followed up.

The leadership and management

is good

- School leaders and managers have a clear vision for the school based on the priority to improve teaching and pupils' progress. The impact of their determined approach is well illustrated by the rise in standards in recent years.
- The headteacher has a secure grasp of assessment data which is now used effectively to track pupils' progress, both that of individuals and groups. This information is used well to identify any underachievement and to ensure extra help is provided for those who need it most. Pupil premium funding is used effectively to support eligible pupils. Their progress is tracked carefully and effective support provided, as seen in how well these pupils achieve compared to similar pupils nationally.
- A range of training and professional development opportunities are available to staff to help them improve their teaching. These are not extensive, however, and leaders are right to seek more links with other schools and external groups, such as advisers and consultants, to ensure that the pace of improvement continues and that there is more outstanding teaching. Subject leaders currently have few opportunities to check planning, teaching and learning and, thereby, influence developments in the subjects and topics taught.
- Performance management of staff is organised appropriately and appraisal arrangements identify individual and school priorities. The headteacher makes decisions about teachers' movement on the salary scale accurately based on the quality of teaching in helping pupils to make progress.
- The range of subjects and topics taught is broad and balanced and well matched to pupils' learning needs. Disabled pupils and those with special educational needs are well catered for. There has been a strong and successful focus on reading which has a positive impact across all subjects.
- Pupil's spiritual, moral, social and cultural development is promoted effectively, including through a focus on developing pupils' social and moral skills to equip them for their future. The range of subject content taught supports the school's drive to promote equality of opportunity, and to tackle swiftly any discrimination that may arise.
- Parent View and discussions with parents and carers indicate that a high proportion would wholeheartedly recommend the school. The local authority provides effective support through the adviser linked to the school and has been helpful in supporting improvements in teaching, with scope to increase these links further.
- The school accommodation is in a shabby state. Some parts of the building, especially the school house, provide inadequate facilities for their intended purpose, including the staffroom accommodation for over 40 staff. Occasionally, the storage of equipment raises health and safety concerns. While there have been occasional risk assessments on the premises carried out that have accurately identified such failings, these are not always acted on rigorously enough.

These matters do not endanger pupils' safety, and all safeguarding requirements are met. However, classrooms have often limited display material and do not provide a stimulating learning environment. Some communal areas are in a poor state and do not indicate to prospective parents that this is now a good school.

■ **The governance of the school:**

- The governing body has newly elected office holders who, as experienced governors, already have a good understanding of the school's performance data and how this compares to that of other schools. They are well supported by other governors and an appropriate range of meetings and sub-committee activities. Governors link with members of staff to extend their knowledge of what is taught and of standards attained. They have an accurate understanding of the quality of teaching. Governors undertake training and ensure suitable systems to manage staff performance are in place. They make sure that effective performance is linked to pay. They are informed about the use of funding for the pupil premium and how the school tracks pupil progress to assess the effectiveness of such expenditure. Governors are already starting to question school leadership more vigorously about priorities for the budget. They recognise the priority to address the poor state of the school accommodation and ensure it provides high-quality facilities for pupils and staff in order to meet the good standards that staff and pupils deserve.
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What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112571
Local authority	Derbyshire
Inspection number	405398

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	322
Appropriate authority	The governing body
Chair	Jason Farrar
Headteacher	Brian Allsopp
Date of previous school inspection	21 March 2011
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