

# Inspection of a good school: Granby Junior School

Heanor Road, Ilkeston, Derbyshire DE7 8DX

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Inspection dates:

28 and 29 June 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## What is it like to attend this school?

Pupils say that they enjoy school and the various opportunities on offer. They benefit from attendance at clubs and visits to places of local interest. With the support of the local history society, pupils considered the contribution made by a local war hero and commemorated the grave. Pupils also enjoy meeting local business leaders and authors.

Staff have high expectations of pupils. As a result, pupils contribute positively to lessons and are keen to share their learning. High standards of behaviour during social times and on the corridors reflect the emphasis on the school's values. Pupils are encouraged to 'care to achieve your best'. They learn about the importance of working hard and being kind to each other.

Pupils benefit from access to a broad and balanced curriculum. They enjoy the 'experience days', designed to introduce each new topic. Leaders promote independent reading, and every classroom contains a selection of books. In some subjects, the most important knowledge pupils need to learn is not clear. As a result, pupils do not learn as well as they could. Pupils are proud of the development of their writing over time but are less confident when discussing books they have read.

## What does the school do well and what does it need to do better?

The writing curriculum helps pupils to develop confidence in writing for different purposes. As a result, pupils can confidently describe the process of composing, editing, and publishing their writing. This enables pupils to develop greater accuracy. Leaders work with their partners in the infant school to ensure that pupils who struggle to read get the help they need. Pupils enjoy the opportunities to read with their peers. However, many struggle to recall the details of plot, character or text types.

The design and implementation of the curriculum in mathematics is a strength of the school. The subject leader is ambitious that pupils will go beyond the aims of the national curriculum. Pupils benefit from access to complex problems. Teachers ensure that pupils use mathematical vocabulary. They provide opportunities for pupils to reason in mathematics. Teachers are quick to provide extra help when pupils fall behind. Teachers use their strong subject knowledge to offer clear explanations and models.

The curriculum in other subjects is in varying stages of development. The history curriculum sets out the key knowledge and skills that pupils need to secure. Pupils are supported to understand the sequence of events in history. However, approaches to assessment do not consistently identify gaps in pupils' learning. Teachers do not check effectively how successfully pupils acquire knowledge and use it fluently.

The key knowledge and content that pupils need to learn in some subjects, such as physical education (PE) and art, are not sufficiently well planned and sequenced. It is not yet fully clear what pupils should learn, and by when, to build their knowledge over time. However, leaders have begun to review and plan the curriculum in these subjects.

Provision for pupils' broader spiritual, moral and social development is carefully considered. Leaders are ambitious that pupils will benefit from a range of opportunities to broaden their horizons. In the arts, pupils take part in instrumental lessons, visit galleries, and sing with the school choir. Staff run a programme of sports teams and clubs, which enables pupils to compete at a local level. Pupils also take part in fundraising events.

The leader of the provision for pupils with special educational needs and/or disabilities (SEND) quickly identifies pupils' needs. Leaders ensure that pupils with SEND access the full curriculum, including extra-curricular activities and trips. Leaders communicate well with parents and external professionals. However, the targets for some pupils with SEND are not as precise as they could be. This means that some of these pupils do not achieve as well as they could.

Staff appreciate leaders' efforts to manage their workload and promote well-being. Teachers reduce their workload by working closely together. They appreciate leaders' commitment to promoting staff training and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that the welfare of pupils is of the highest importance. Pupils who are involved with external agencies and professionals are well supported. Leaders ensure that records are detailed and that any actions are clear. Staff are provided with frequent, relevant training, which covers issues of local and national importance. Governors also check the quality of record-keeping and ensure that safer recruitment practices are effective.

The curriculum provides opportunities for pupils to learn about keeping themselves safe. The 'Thrive' programme helps to support pupils' mental health and well-being. Pupils know that they can share their worries with adults.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The curriculum does not consistently provide pupils with opportunities to develop knowledge and skills. As a result, pupils cannot always confidently recall prior learning. Leaders should ensure that staff are supported to secure curriculum plans that identify the key concepts and the goals that pupils need to achieve at specific points.
- Leaders have not established consistent systems to identify gaps in pupils' learning in some subjects. Where curriculum thinking is less clear, teachers do not check effectively how successfully pupils acquire knowledge and use it fluently. Leaders should ensure that assessment consistently assists teachers in determining clear next steps for pupils without causing unnecessary burdens for staff and pupils.
- The curriculum for reading is not fully developed for all year groups. Pupils cannot, therefore, confidently discuss the books they are sharing with staff. The curriculum for reading should include further opportunities for pupils to engage with progressively ambitious texts across a range of genres.
- Pupils with SEND are not always provided with classroom support that precisely meets their needs. This means that some pupils with SEND do not get the exact support they need to achieve highly. Leaders should ensure that staff identify pertinent strategies to ensure that provision is appropriately adapted to promote the progress of pupils.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 112571   |
| <b>Local authority</b>                     | Derbyshire   |
| <b>Inspection number</b>                   | 10267974   |
| <b>Type of school</b>                      | Junior   |
| <b>School category</b>                     | Maintained   |
| <b>Age range of pupils</b>                 | 7 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 316  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Kate Kells   |
| <b>Headteacher</b>                         | Caroline Rees  |
| <b>Website</b>                             | <a href="http://www.granbyjuniorschool.co.uk">www.granbyjuniorschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 27 and 28 February 2018, under section 5 of the Education Act 2005             |

## Information about this school

- The school does not currently make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with senior leaders to discuss a range of aspects of the work of the school.
- The inspector carried out deep dives in English, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to pupils about their learning and looked at samples of their work.
- The inspector also spoke to leaders about the curriculum in some other subjects, including art and PE.
- To examine safeguarding practice, the inspector considered staff training, records of work with external agencies and employment checks.

- The inspector spoke with staff about workload and well-being and considered responses to the school's staff survey.
- The inspector considered responses to Ofsted's parent questionnaire, Parent View.

### **Inspection team**

Emma Hollis-Brown, lead inspector

Ofsted Inspector

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