

# Inspection of Granville Academy

Burton Road, Woodville, Swadlincote, Derbyshire DE11 7JR

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Inspection dates:	3 and 4 December 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

The principal of this school is Michelle Oliphant. This school is part of Affinity Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kathryn Hardy, and overseen by a board of trustees, chaired by Fiona Stagg.

## **What is it like to attend this school?**

The school has an unwavering ambition for pupils. Staff have high expectations of pupils, and success is celebrated. The rich and broad curriculum prepares pupils effectively for life beyond school. Pupils achieve well at Granville Academy.

The school's values of 'work hard, be kind and choose wisely' are well known by all. There are positive relationships between staff and pupils. This helps pupils to feel safe and happy at school. Pupils know they can talk to staff about any concerns they may have. The vast majority of pupils behave well in lessons and around school. Pupils say that bullying rarely happens, and staff address it quickly if it occurs. The result is a warm and welcoming environment where pupils enjoy their lessons and do their best.

Pupils prosper from a wide range of opportunities outside the curriculum, including residential trips to France, Kenya and Madrid. The school offers many extra-curricular clubs to develop pupils' talents and interests. They can learn to play a musical instrument and take part in school performances. There are many leadership opportunities, for example as a well-being ambassador who supports other pupils.

Many parents and carers are positive about their children's experiences at the school and appreciate how the school has improved.

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

The school, with the support of the trust, has made significant improvements to the curriculum. Pupils, including pupils with special educational needs and/or disabilities (SEND), follow a broad and ambitious curriculum. The proportion of pupils studying the English Baccalaureate suite of subjects is increasing. Pupils benefit from the positive changes the school has made to the quality of education it provides. As a result of these improvements, pupils achieve increasingly well across a range of subjects.

Teachers are well trained. They have strong subject knowledge in the subjects that they teach. The school has identified effective strategies that teachers use to deliver the curriculum. Most teachers ensure that pupils often revisit the most important content in each subject. Teachers use questioning well to check pupils' understanding, challenge thinking and resolve misconceptions. Pupils value the 'do now' retrieval activities that start lessons. They say it helps them to remember. The school promotes a love of reading. Pupils who are in the early stages of learning to read are identified quickly. Trained staff provide effective support that helps these pupils catch up.

Occasionally, the curriculum is not implemented well enough. Teachers sometimes do not match the work they set closely enough to pupils' abilities and prior knowledge. When this happens, some pupils find the work too easy, and they do not achieve as well as they should.

Pupils with SEND are well supported by the school. Staff understand the needs of these pupils well. The school provides these pupils with the additional support they need to

access its ambitious curriculum. Pupils with SEND achieve well.

The school has raised its expectations of pupils' behaviour. Behaviour management systems are applied consistently by staff and are clearly understood by pupils. As a result, behaviour in lessons is calm and purposeful. The school's successful work with families has secured improvements in attendance for many pupils. However, a small number of pupils, particularly disadvantaged pupils, miss too much learning due to poor behaviour or absence from school. These pupils miss out on important learning and are left with gaps in their knowledge.

The provision to support pupils' personal development is comprehensive. Through both 'values' lessons and assemblies, pupils become well informed about life in modern Britain. For example, they learn how to respect others who are different to themselves. All pupils have signed the school pledge that focuses on the need to treat people equally.

Pupils benefit from effective careers education and guidance. Events such as careers fairs provide pupils and their parents with detailed information about the opportunities available. The school's strong work in this area has resulted in a significant increase in the number of pupils progressing to appropriate education and training when they leave school.

Staff are proud to work at the Granville Academy. Leaders take care to ensure that staff workload and well-being are a high priority so staff can focus on delivering high-quality education to pupils. Trustees and members of the local governing body have a good understanding of the school and the local community. The trust executive team provides an appropriate level of challenge and support. There is a collective will to succeed and a determination that the school continues to improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The implementation of the curriculum is occasionally inconsistent. In some subjects, pupils are sometimes given work that is too easy for them. This means pupils do not always learn new knowledge in as much detail as they can. The school needs to ensure that the ambitious curriculum is delivered consistently well to all pupils in each subject.
- A few pupils, including disadvantaged pupils, miss lessons too frequently due to their poor behaviour or poor attendance. These pupils miss out on important learning and wider experiences. The school should build on its current work to improve the attendance and behaviour of these pupils so that they consistently access the high-quality education the school provides.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	144533
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10324193
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	907
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Fiona Stagg
<b>CEO of the trust</b>	Kathryn Hardy
<b>Principal</b>	Michelle Oliphant
<b>Website</b>	<a href="http://www.granvilleacademy.co.uk">www.granvilleacademy.co.uk</a>
<b>Dates of previous inspection</b>	9 and 10 February 2022, under section 5 of the Education Act 2005.

## Information about this school

- The school is part of the Affinity Learning Partnership multi-academy trust. This trust has recently changed its name from The de Ferrers Trust.
- The chair of the board of trustees took up the post on 23 January 2023.
- The school uses one registered alternative provision and two unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: mathematics, English, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- Inspectors discussed the curriculum in some other subjects. They visited a sample of lessons in a range of other subjects, including 'values' lessons.
- Inspectors met with trust leaders, including the chief executive officer and the head of education. Inspectors also met with the principal and with other senior leaders.
- Inspectors met with the chair of the board of trustees and four members of the local governing body.
- Inspectors observed breaktimes, lunchtimes and assemblies, met with groups of pupils and spoke to pupils around the school site.
- Inspectors conducted further meetings to discuss safeguarding, personal development and behaviour and attendance.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's pupil and staff surveys. They also considered responses to the parent survey, Ofsted Parent View.

### **Inspection team**

Sue Vasey, lead inspector	Ofsted Inspector
Dick Vasey	Ofsted Inspector
Keval Thakrar	Ofsted Inspector
Neil Wilkinson	Ofsted Inspector

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