

Granby Junior School

Inspection report

Unique Reference Number	112571
Local Authority	DERBYSHIRE
Inspection number	289333
Inspection dates	25–26 April 2007
Reporting inspector	Alison Cogher

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 on roll	
School	343
Appropriate authority	The governing body
Chair	Mr David Morgan
Headteacher	Mr Brian Allsopp
Date of previous school inspection	12 November 2001
School address	Heanor Road Ilkeston Derbyshire DE7 8DX
Telephone number	01159322424
Fax number	01159322971

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large junior school on the outskirts of Ilkeston. Almost all pupils are of White British descent and all but a very few speak English as their first language. Pupils come from a wide range of social and economic backgrounds and an average proportion of pupils are entitled to claim free school meals. The number of pupils with a learning difficulty or disability is average as is the number of pupils with a statement of special educational need. The school has achieved a number of awards including Investors in People and the Health Promoting School award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Granby Junior School provides an acceptable standard of education. However, the overall effectiveness of the school is inadequate as is the value for money the school provides. In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the leadership and management of the school.

Improvement since the last inspection has been inadequate. The school's systems for self-evaluation are not good enough to enable it to evaluate accurately the quality of its work. The effectiveness of leadership and management in acting on information that is gathered has not brought about sustained improvement. Although the majority of the school's work is satisfactory the school's capacity to improve currently is inadequate. Although they are supportive, governors are not sufficiently skilled or informed to be able to challenge the school or help it judge the quality of its work. The minor improvements that have been secured are not consistently embedded in whole school practice with the result that pupils' progress and achievement are also inconsistent.

Standards in English, mathematics and science have remained similar since 2002. By the end of Year 6 pupils have achieved satisfactorily and reach average standards. Pupils generally make adequate progress although in 2006 progress in English dipped and was inadequate. The school attributes this to the performance of a few boys which affected the overall performance. There is some variation between groups of pupils with boys typically making less progress, and achieving lower standards overall. This underachievement is most marked in English, and writing in particular. Strategies introduced to address this situation are beginning to have a positive impact in Years 3 and 4.

Care, guidance and support are satisfactory overall. The school provides an environment in which pupils feel safe and cared for. Pupils' personal development and well-being are satisfactory. Pupils contribute well to their school community and most say they enjoy school. Their behaviour is satisfactory and they work together well. Pupils understand the importance of leading a healthy lifestyle and enjoy being active. Pupils receive generally constructive academic support and guidance. However, throughout the school, the setting of individual targets for pupils is not sufficiently accurate or challenging.

Teaching and learning are satisfactory overall. Teachers have good subject knowledge but there are inconsistencies in their expectations of what pupils can achieve and the implementation of the strategies being used to improve boys' achievement. Teachers' use of assessment information to guide their planning is satisfactory overall but pupils do not always make the progress they are capable of because they are not always challenged to do so. The curriculum is satisfactory overall. Pupils' learning is supported by a good range of trips, visitors and after-school clubs. However, opportunities to improve pupils' learning by making links between subjects are missed.

What the school should do to improve further

- Ensure that the leadership and management of the school rigorously implement the systems for monitoring and evaluating the impact of actions taken to bring about whole-school improvement.

- Ensure governors have the knowledge and skills to enable them to challenge the school and hold it to account for its work.
- Raise overall standards in English and in boys' achievement in writing in particular.
- Make effective use of assessment information so that teaching and the targets set for pupils are challenging enough to ensure pupils make the progress of which they are capable.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. On entry to the school pupils' standards are broadly average. Although they vary slightly from year to year, pupils, including those with learning difficulties and disabilities, make satisfactory progress and standards overall are broadly average by the end of Year 6 in English, mathematics and science. This has been the position at the school for some years. In addition pupils' standards and the progress they make in reading are significantly better than for writing, with girls' achievement in writing generally being better than boys'. However, no group of pupils makes better than satisfactory progress. In 2006 these imbalances led to pupil progress in English overall that was inadequate.

Until very recently pupils have made limited progress in Years 3 and 4, and although their progress is better in Years 5 and 6, it is not enough to compensate for the lost ground of previous years. The school has implemented a range of teaching strategies that are focused on improving boys' writing and pupils' overall progress. School data indicates that most pupils in Years 3 and 4 are now making at least satisfactory progress. Whilst this position is an improvement on previous years and has started to address what was an issue at the last inspection, it is not yet a firmly established upward trend. Inspectors agree with the school that, although broadly satisfactory, more needs to be done to accelerate the improvements secured so far so all pupils achieve as well as possible.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Their overall spiritual, moral, social and cultural development is satisfactory. Some parents expressed concerns about pupil behaviour. The inspection finds it to be satisfactory overall and often good in lessons. Pupils report that recent initiatives including the 'playground squad' have improved behaviour out of lessons and satisfactorily tackled bullying. Pupils willingly take on a range of responsibilities and make a good contribution to the school community through the school and ECO councils. Most pupils enjoy school, though some do not enthuse in lessons and need encouragement to contribute to discussions or respond to teachers' questions. Attendance is satisfactory. Pupils have a satisfactory understanding of how to stay safe and say that they feel safe, one stating 'because teachers are protective'. They have a good awareness of how to eat healthily and enjoy being physically active. Although pupils develop good teamwork skills, the standards they reach mean that overall they are satisfactorily prepared for the next stage in their education and the future world of work.

Quality of provision

Teaching and learning

Grade: 3

Despite pupils making inadequate progress in English in 2006 teaching and learning are currently satisfactory. Relationships are good and most pupils behave well in lessons, though teachers' behaviour management is inconsistent across the school. Teachers have good subject knowledge and are developing a range of teaching strategies so that pupils who learn in different ways are catered for. The effectiveness of the implementation of these strategies on pupils' learning is variable across the school. Pupils have ample opportunities to work in pairs and small groups so that they learn to work effectively together. Some teachers' marking of pupils' work helps pupils to understand how they can improve. As at the last inspection, however, this good quality marking is not reflected in all classes. Teachers do not always make the best use of assessment information to plan lessons that challenge pupils of differing abilities enough to ensure they make good progress in lessons and over time.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Pupils' personal development is supported well as they are encouraged to be involved in the work of the school and wider community. The curriculum provides opportunities for pupils with learning difficulties or disabilities to make similar progress to that of other pupils. Education for health is good and for safety it is satisfactory. Good enrichment opportunities including a wide range of clubs, visits and visitors make a positive contribution to pupils' learning and personal development. Teachers identify some links between subjects. However, inspectors agree with the school that more work is needed in this area so pupils understand the importance of learning skills in one subject by applying them in another.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Procedures for safeguarding pupils' meet statutory requirements. Relationships between pupils and staff are generally trusting and pupils are confident to approach adults if they have concerns. Supervisory staff are properly trained and vigilant. A positive outcome of this and the increased involvement of pupils in supporting each other to behave well is that pupils report that bullying incidents have declined. The guidance pupils get on how to achieve well is satisfactory. Pupils with learning difficulties or disabilities receive a satisfactory range of support, including one-to-one teaching and specific interventions tailored to their needs. Pupils of all abilities have individual targets which they know and understand. However, the targets are not generally challenging enough to ensure pupils make good progress and achieve well.

Leadership and management

Grade: 4

The headteacher and senior leaders provide a supportive environment in which pupils feel cared for and supported. However, in relation to the issues identified for improvement at the last inspection, progress has been inadequate. The systems for self-evaluation are not sufficiently

robust or consistently implemented, with the result that whole-school improvement is unsatisfactory. The systems currently in place do not enable the effective monitoring and evaluation of standards and subjects to be completed. This has resulted in inconsistencies in expectations and in the quality of teaching in the school. Consequently the progress made by pupils is inconsistent. Governors are supportive of the school but there is no planned programme for governor monitoring and they rely too heavily on the headteacher for information. Governors attend training but do not yet have the skills that would enable them to challenge the school and hold it to account for its work. Pupils' views are sought and they are making an increasing contribution to school improvement. The school's partnership with parents, other schools and outside agencies is satisfactory overall.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

26 April 2007

Dear Pupils

Inspection of Granby Junior School, Ilkeston, DE7 8DX

I am sure you will remember when I visited your school a few weeks ago along with two other inspectors. We want to thank you for making us feel welcome and for the way you helped us find out about your school. We appreciated your honesty and the time you took to speak to us.

These are some of the things that are good about your school.

- You have a good relationship with your teachers.
- Your teachers have good subject knowledge and are good at explaining things to you.
- Most of you enjoy school and especially the extra activities that are organised.
- You behave well in lessons.
- You feel safe in school and know who to go to if you are concerned about something.
- You understand what you need to do to stay healthy.
- You make a good contribution to your school community through, for example, your work as school councillors or playground pals.

These are the things that your headteacher and the staff need to do next:

- check more closely how well the school is helping you learn and make sure that you are doing as well as you can;
- make sure that the governors can, and do check the school is doing all it can to help you learn;
- make sure all of you are doing as well as you can in English and especially that the boys are doing as well as they can in their writing;
- make sure that teachers use what they know about how well you are doing to plan lessons and activities that challenge all of you to learn well.

Your school will be visited again by an inspector to check on the school's progress. We would like to wish you every success in your future education.

With best wishes

Alison Cogher

Lead Inspector