

Tribal Group  
1-4 Portland  
Square  
Bristol  
BS2 8RR  
T 0845 123 6001  
F 0845 123 6002

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



16 May 2008

Ms C Wilkins  
The headteacher  
Groby Community College  
Ratby Road  
Groby  
Leicester  
Leicestershire  
LE6 0GE

Dear Ms Wilkins

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 7 May, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Can you please convey my gratitude to the Year 12 and 13 students who found time to speak to me as a group?

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 24 and 25 April 2007, the school was asked to:

- clarify management roles and responsibilities to ensure that actions to improve the college's performance are implemented more quickly
- strengthen the role of the governing body in ensuring that all statutory requirements are met
- ensure that all health and safety and child protection procedures are managed consistently
- raise the quality of teaching, particularly by ensuring that teachers demand a more active response from their students in lessons, and that planned activities consistently challenge students of all abilities.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the students' achievement.

In 2007, the proportion of students who attained five or more higher GCSE A\* to C grades dropped very slightly from those attained in 2006, but continued to be above average. The proportion attaining five or more higher grade GCSEs, including English and mathematics, improved from the previous year. This continuing trend of improvement means that standards at the end of Year 11 have been above average

and students' overall progress has been satisfactory. In 2007, the students' progress in English and mathematics improved markedly because underachievement was tackled more robustly. In 2007, standards at the end of Year 13 were average and students' progress was satisfactory. The college's monitoring of students' current performance shows that the trend of improvement is continuing to rise. Staff at all levels are acutely aware of the need to further improve students' progress from their starting points on entry to the college.

The senior leaders have taken suitable steps to improve students' progress. Challenging targets have been set for the 2008 GCSE results and for students in the sixth form. Restructuring of responsibilities at senior leadership level has led to a closer scrutiny of performance in the sixth form, resulting in more targeted action to tackle weaknesses. Since the last inspection, there is now a much clearer overview of all aspects of provision in the sixth form and plans to further strengthen strategic leadership from September 2008 are well judged.

Across the college, much effort has gone into improving the quality of teaching and learning as a result of embedding systems for checking their quality. In part, this reflects the action taken to clarify management roles and responsibilities. The college's monitoring of the quality of lessons shows that there has been an increase in the proportion judged to be good or better. From the autumn term 2008, there will be six advanced skills teachers and the three currently in post have helped to identify and share good practice. Particular aspects of teaching and learning that are making a positive impact include the use of a wider range of styles which suit students' different abilities, peer assessments which are carefully planned for, and teachers ensuring that students know how to improve their work more consistently. These positive aspects were confirmed by the small number of lessons inspected during this monitoring visit and through discussions held with students. In addition, it is evident that students are actively engaged in learning and respond well to opportunities to show higher order thinking skills. They also appreciate opportunities to work in pairs and small groups as a way of challenging each other to do better.

The college has made good progress in ensuring that health and safety and child protection procedures are managed consistently and robustly. Governors are actively involved in the procedures and ensure that risk assessments are carried out meticulously. Individual governors are more proactive in gaining first hand evidence, and the scrutiny of reports provided by senior leaders enables governors to hold staff to account more robustly. Governors are routinely reviewing policies and have ensured that all students in Years 10 and 11 receive their entitlement to information and communication technology (ICT). There has some improvement to the provision for religious education in Years 12 and 13 and plans to extend it further from the next academic year are well advanced.

Support from the local authority is helping to improve standards in physical education, especially for the middle attaining students. More widely, training for staff on motivating boys to be better engaged with learning has sharpened up the teaching. The impact of this is also positive because of the support given to ensure that students' use of ICT improves across all curriculum areas.

I hope that you have found the visit helpful in promoting improvement in your college.

Yours sincerely

Dilip Kadodwala  
Her Majesty's Inspector