

Serco Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

**OFSTED**  
T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**SERCO**  
Direct T 0121 683 3888



14 January 2011

Miss Sylvia Thomas  
Granville Sports College  
Burton Road  
Woodville  
Swadlincote  
Derbyshire  
DE11 7JR

Dear Miss Thomas

**Special measures: monitoring inspection of Granville Sports College**

Following my visit with Thelma McIntosh-Clark, additional inspector, to your college on 12 and 13 January 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the college became subject to special measures following the inspection which took place in May 2010. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate.

Newly Qualified Teachers may be appointed to the information technology department only.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Derbyshire.

Yours sincerely

Andrew Cook  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in May 2010**

- The governing body must ensure that statutory requirements for safeguarding and community cohesion are met so that rigorous review, monitoring and evaluation lead to the identification of appropriate priorities for action.
- Raise standards of attainment and improve rates of progress by:
  - regularly collecting, analysing and using information about progress across the curriculum and age range for all groups of learners
  - acting regularly on the outcomes of the analysis of progress of groups of learners to tackle identified inequalities.
- Increase the proportion of good teaching by ensuring that teachers:
  - plan lessons to take account of pupils' prior attainment, assessment information and learning needs
  - plan interesting and varied tasks that challenge and engage pupils
  - share learning outcomes with pupils clearly and precisely to enable them to assess the progress they are making
  - check pupils' learning and progress more frequently during lessons so that plans can be adjusted to meet their needs
  - use questioning to deepen pupils' thinking and to extend their oral responses
  - group pupils more flexibly in order to provide targeted support, and to promote independent learning.
- Strengthen the role of leaders at all levels to promote consistency and high expectations through:
  - systematic monitoring of the quality of lessons to inform training and to enhance teaching skills
  - regular checks on the use of assessment and tracking information by teachers and pupils
  - agreed checks on all aspects of the school's work to ensure a coordinated and rigorous approach to self-evaluation
  - effective planning that includes precise objectives supported by measurable success criteria to track progress accurately.

## **Special measures: monitoring of Granville Sports College**

### **Report from the first monitoring inspection on 12 and 13 January 2011**

#### **Evidence**

Inspectors observed the college's work, scrutinised documents and met with the headteacher, the college parliament, a group of governors and representatives from the local authority.

#### **Context**

Since the previous inspection there has been some staff turnover and a small number of staff have been on long-term sickness absence. Approximately 10% of staff are not substantive. Staff attendance has improved.

#### **Pupils' achievement and the extent to which they enjoy their learning**

The 2010 GCSE results showed that the proportion of pupils who achieved five GCSE A\* to C passes improved, rising from 56% in 2009 to 70%. This was in the main due to an improved focus on ensuring that pupils completed coursework and to curriculum changes, such as entering pupils for BTEC courses and triple science awards. While the rise in the five GCSE A\* to C performance indicator was very positive, standards in English and mathematics remained broadly the same. Because there was a national improvement in English and mathematics in 2010, the proportion of Granville pupils achieving five GCSE A\* to C passes including English and mathematics fell further behind the national average and was significantly low. Evidence from lesson observations in English and mathematics showed that attainment was often below average and learning and progress was barely satisfactory.

The college last assessed pupils' attainment and progress in November 2010. The data for pupils in Years 7 to 9 have not been analysed and therefore, no evaluation has taken place which could inform improvement work. Assessment data tracking the progress of Year 11 students show that there was a 12% increase in students on course to achieve five GCSE A\* to C passes including English and mathematics compared to the same point last year. In lessons, pupil's attainment and their progress varied considerably. In some lessons, for example in drama, physical education and resistant materials, pupils made good progress. In contrast in many lessons, especially in English and mathematics, pupils' progress was barely satisfactory and not at a rate that was ensuring that they reached the attainment levels expected for their age.

Progress since the last section 5 inspection:

- Raise standards of attainment and improve rates of progress – inadequate.

### **Other relevant pupil outcomes**

Pupils' behaviour observed in lessons was often good. More-able pupils made decisions which indicated high aspirations. Around college, the pupils behaved considerately and were courteous to each other and to adults. In almost all lessons pupils settled quickly and were ready to listen to the teacher. Their behaviour continued to be good if the teaching was interesting and teachers showed a genuine enthusiasm for learning. In a number of lessons, when work was not challenging or teachers talked for too long, pupils became less engaged in the lesson; they switched off and did not exert themselves or get enthusiastic about their learning. The college operates an on-call system where teachers can ask for assistance from senior leaders if pupils' behaviour deteriorates; call outs have decreased in number but are still too high.

Attendance took a dip at the end of last term due to the poor weather and winter flu. The attendance of girls is slightly lower than that of boys. Persistent absence is above average. The recent initiative of rewards for good attendance is popular with pupils.

Pupils willingly take on responsibilities but their involvement in the decision-making process remains at an early stage of development. Senior leaders are not yet involving the School Parliament in discussing and promoting the college's plans to improve the key areas identified at the time of the last inspection.

### **The effectiveness of provision**

There are some pockets of improvement in teaching and learning since the previous inspection and some examples of good practice, but overall improvement is not sufficiently rapid or widespread. In most English and mathematics lessons observed teaching was barely satisfactory. Inadequate teaching was observed in English and mathematics as well as other subjects. Some good teaching was observed, for example in design and technology, information technology and music.

Better learning occurred when expectations were high and conveyed a sense of urgency, time was used efficiently, and pupils' learning and understanding were checked as the teacher moved around groups. Pupils became increasingly committed to the task, enjoyed the level of challenge, co-operated well with one another to complete written responses and consolidated their understanding.

Teachers' subject knowledge is secure. All lessons were planned using the college planning template. The system used for identifying what all, most and some pupils' should achieve was not used effectively. Despite attempting to use this approach in most lessons, teachers asked all pupils to do the same work and opportunities were missed to explain different expectations about how pupils of different abilities should complete the task. As a result, most teachers failed to build on what pupils already knew.

When teaching was least effective, lessons were dominated by lengthy explanations where teachers did not involve pupils in discussing or examining the task set. Pupils were then expected to undertake written tasks without sufficient discussion of methods of approach, without any sense of urgency and with insufficient checking that initial explanations had been understood and retained. Closed-ended assertions, such as 'that is a noun', took the place of strategies for clarifying understanding. Pupils' knowledge and experience of the world around them is not exploited to encourage them to develop confidence in their ideas or opinions, and to think creatively and independently. Throughout many lessons teachers missed opportunities to gauge how well pupils were learning and so failed to adapt their teaching and expectations in response to pupils who were struggling with their work or pupils who were not being challenged enough. Often, when teaching was barely satisfactory, there was little sense of shared enthusiasm for the subject and only limited development of the joy and excitement of learning.

The quality of marking is inconsistent within and across subjects. Some detailed, constructive examples were seen in science where guidelines for future exercises were clearly set out and pupils knew how to improve their work and raise their attainment. Much marking is superficial and in some cases pupils' work is not marked at all. In some subjects pupils are encouraged to mark their own work or the work of peers; while this may have been a useful exercise, the total absence of any marking by the teacher has not helped pupils understand their own progress.

Progress since the last section 5 inspection:

- Increase the proportion of good teaching – inadequate.

### **The effectiveness of leadership and management**

The headteacher and senior leadership team have an accurate view of the strengths and weaknesses of provision and the college improvement plan helpfully identifies what needs to be done. As a result, there have been some success stories in terms of the impact of senior leadership support and challenge. Some staff, for example, have improved their quality of teaching as a result of intensive support. Work to improve teaching and pupils' learning in science has been effective. However, there remain some stubborn generic weaknesses in teaching across the college and more

acutely in some subject areas. These weaknesses highlight where senior staff have not yet driven through improvements so that the impact of their work can be seen.

Following the previous inspection, good systems have been put in place to collate and analyse data. Senior staff have used assessment data for Year 11 pupils to identify which pupils need more support. Using the analysis of data, senior staff have written much needed short-term targets for the English and mathematics departments. Although this highlights the need for a greater sense of urgency, the targets are not specific enough in spelling out what is expected to be completed, in what timescale and how it will be measured. Assessment data for pupils in Years 7 to 9 has been collated but not yet analysed and therefore, some vital information to measure improvement is missing.

There is now a detailed timetable for monitoring the work of the college. Some of the monitoring work, for example lesson observations, results in detailed feedback. Other monitoring records appear to be brief and not always followed up.

While the work of the senior leadership team has begun to address the areas in need of improvement, the role of the middle leaders is undeveloped and in some subject areas is having little impact. The English department has received high levels of support from both the local authority and the senior leadership team but this has not resulted in significant improvements in the quality of teaching or pupil outcomes. In mathematics improvements are also inadequate.

Since the previous inspection, the headteacher has delegated more responsibility to heads of faculty for monitoring departments. There is evidence that this work has begun but it varies in quality. Faculty development plans, for example, vary hugely in quality. The English development plan reflects the intensive support given to this subject but still lacks robustness in the evaluations made. The mathematics development plan is inadequate. It is incomplete and the action detailed to improve the quality of teaching, fundamental to the college's improvement, lacks any sense of urgency or appropriate measures.

Members of the governing body have improved their role in holding the college to account. They have benefited from the assessment data available for Year groups 10 and 11 and the regular meetings to check on progress. The increased information governors are receiving has meant that they are in a better position to ask more challenging questions and hold the college to account.

Since the previous inspection all safeguarding issues have been dealt with. The college is a safe place and pupils confirm this. An audit for community cohesion has been completed; it is a first draft and as yet, has not led to any significant improvements.

The quality of teaching in physical education continues to be a comparative strength in the college and reflects the positive impact of the sports specialism. The 2010 GCSE results were well above the national average although only a few pupils took this qualification. The faculty development plan is one of the better plans, being more detailed and focused on improvement. The Director of Specialism has led training on what makes a good lesson and teaching strategies to match teaching to pupils' abilities and this was well received. A set of values have been introduced linked to a sporting theme including responsibility, resilience and resourcefulness. Not enough has been done to make these values an integral distinguishing feature of teaching or learning.

Progress since the last section 5 inspection:

- Ensure statutory requirements for safeguarding and community cohesion are met – satisfactory.
- Strengthen the role of leaders to promote consistency and high expectations – inadequate.

### **External support**

The local authority statement of action was evaluated by HMI in the Schools Causing Concern Team in Quality Assurance and judged to be fit for purpose. Some of the targets in the action plan have not been met and the local authority recognises that the plan needs to be redrafted in line with any improvement plans the senior leadership have produced. Support for the English department, along with the work of the senior leadership team, has led to some improvements in plans and the quality of teaching. There has been comparatively less support for the mathematics department.

### **Priorities for further improvement**

- Increase the rigour and quality of monitoring by the senior leadership team so that all staff are clear of what is expected of them and the responsibilities they have for pupils' progress.
- Ensure that teachers regularly mark pupils' work.
- Involve the School Parliament in the work to improve the college.