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30 June 2011

Miss Thomas  
Headteacher  
Granville Sports College  
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Woodville  
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Dear Miss Thomas

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

Following my visit to your school on 28–29 June 2011, with Keith Brown, additional inspector, 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 third monitoring inspection since the school 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 is 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 – satisfactory.

Progress since previous monitoring inspection – satisfactory.

Up to five newly qualified teachers may be appointed to any department.

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 third monitoring inspection on 28–29 June 2011**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, representatives from the school parliament, two members of the governing body and three representatives from the local authority.

#### **Context**

A new English teacher with responsibility for literacy across the curriculum took up post in April 2011.

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

The school is predicting that the proportion of pupils gaining five A\* to C GCSE passes will have improved, as well as the proportion of pupils gaining five A\* to C GCSE passes including English and mathematics. The school's assessment data supports these predictions.

At the time of this visit, the school had not collated the end-of-term assessment data so was not in a position to identify any improvements in the proportion of pupils on track to meet their targets. Assessment data has been used to set up intervention programmes which provide extra tuition for small groups of pupils. These intervention programmes have only just started despite this being a priority for further improvement at the time of the last monitoring inspection. There are plans to collate data more regularly, six times a year instead of three, and this will be more helpful as the current system is preventing the school from responding quickly to any underachievement.

In lessons, pupils made at least satisfactory progress. In some of the best lessons, pupils made good progress. Progress in lessons has improved since the last monitoring inspection.

Progress since the last monitoring inspection on the areas for improvement:

- raise standards of attainment and improve rates of progress – satisfactory.

#### **Other relevant pupil outcomes**

During the previous monitoring inspection, inspectors noted that pupils' behaviour was good in that they followed instructions and listened to teachers but they did not always display behaviour that showed they were keen to learn. During this monitoring inspection, there was a noticeable improvement in pupils' attitudes

towards learning. In the best lessons, when they were given interesting and challenging activities, opportunities to discuss their work with peers or work in groups, pupils enjoyed learning. In one mathematics lesson, for example, teaching was good and pupils made good progress working on a problem-solving activity to identify squares within a chessboard. In this lesson, pupils' were encouraged and praised throughout the lesson and so they enjoyed their learning.

The drive to improve attendance continues, with a good mixture of rewards and sanctions. Attendance for most pupils is above average. Now that attendance data is being rigorously collated, issues can be tackled quickly. For example, attendance data has highlighted that the average attendance for pupils known to be eligible for free school meals is lower than that for the whole school. In response, the school has used the breakfast club as an incentive for pupils to attend on time and more regularly and this is beginning to have some impact. There was 100% attendance for GCSE exams.

There is now a much more rigorous approach to collating data on pupils' behaviour. For example, there are detailed records of when pupils' behaviour results in a senior member of staff being called out to intervene. These data are being used to ensure appropriate strategies to improve behaviour, including those involving other agencies.

There are now 131 pupils involved in the Granville Leadership Academy, which is a structured programme of opportunities for pupils to learn leadership skills. This very effective way of developing pupils' personal skills also helps them to become better learners. Language leaders, for example, are involved in teaching Spanish and French to local primary school pupils.

The school parliament continues to be a force for change. Representatives of the school parliament met with the lead inspector and confidently went through a presentation listing what they had achieved since the previous monitoring inspection. The list is impressive: meetings with students from a local college to share good practice, presenting their work at school assemblies, being involved in staff appointments, meeting with members of the governing body, being linked to key issues in the school improvement plan, and gathering the views of pupils. Senior leaders and the governing body have embraced the parliament's work.

### **The effectiveness of provision**

The quality of teaching observed was at least satisfactory. This is an improvement on the previous monitoring inspection when some was judged to be inadequate.

The week before this monitoring inspection was called 'Wow Week' when teachers were encouraged to teach lessons that gave pupils a 'wow' experience. Pupils spoke positively about this week and senior leaders, and local authority officers, reported that the week had gone very well. This success demonstrates the impact of work to

improve the quality of teaching through the use of more interesting tasks and challenges; a further priority identified at the time of the last monitoring inspection. When there was a similar approach to teaching in lessons observed during this monitoring inspection, teaching was good or outstanding. In one geography lesson, for example, the starter activity quickly engaged pupils in a group task to order examples of ways to improve sustainability in a house. This excellent activity was enthusiastically taken on by all of the pupils, who engaged in discussions and debate and worked well as a team. In an outstanding drama lesson, pupils talked about how much they enjoyed learning because 'You're always doing something', 'It's active', and 'You get a chance to work in teams.' In an outstanding physical education lesson, the tasks given to pupils had been adapted for their different abilities so that all pupils were constantly challenged and made outstanding progress.

At the time of the previous monitoring inspection, teaching in the mathematics department varied considerably and some was inadequate. Teaching in this department has improved. There has been a determined effort to improve planning, marking of pupils' work and the classroom environment. Planning is now more consistent, although the expectations of what different ability groups should achieve is not always matched with different tasks. This is a common weakness in teaching across the school. Teachers' marking of mathematics books has improved significantly. There is now evidence of work being levelled against the National Curriculum, comments about how well pupils have achieved and how they can make further progress. Displays in most mathematics classrooms have improved, for example in one there were good displays about three-dimensional shapes and one on angles.

While it was evident that the quality of teaching has generally improved there is still not enough good teaching consistently taking place to ensure all pupils make good progress. What prevented teaching from being good was:

- too much teacher talk throughout the lesson
- a lack of different tasks to match pupils' different abilities
- too few opportunities for pupils to discuss their work with their peers or work in groups
- a lack of pace in learning because teaching missed opportunities to move the lesson on.

Progress since the last monitoring inspection on the areas for improvement:

- increase the proportion of good teaching – satisfactory.

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

Since the previous monitoring inspection, the senior leadership team have continued to closely monitor the work of the school. There has been a rigorous approach to

improvement work which has been driven by a succinct and helpful school improvement plan.

There has been a greater emphasis on responding to where improvement is most needed whilst building on emerging strengths. Where improvement in middle leadership has been most needed, for example, there has been effective challenge and support to ensure minimum expectations are made clear. Furthermore, a proportionate approach to support and challenge has led to some teaching improving from satisfactory to good.

There has been improvement in the leadership and management provided by most faculty heads. The senior leadership team and local authority officers have ably supported middle leaders in monitoring activity, such as regular checks on the quality of teaching and learning. Faculty improvement plans are more focused on teaching and learning and using data on pupil progress. For example, improved leadership in mathematics has resulted in a much clearer improvement plan. The impact of the most effective faculty heads has been seen in improvements in teaching and teachers' marking.

At the time of the previous monitoring inspection, it was noticed that areas of the buildings were untidy and did little to promote high standards. Work has been done and there is some evidence to show that the buildings are improving. For example, the entrance area displays some stunning photographs taken by a Year 11 student. As some parts of the buildings and displays improve, it highlights where work is still to be done.

The governing body continues to be well informed about the progress the school is making. Governors have received training from the local authority, for example on community cohesion, which they have found to be very helpful. Governors have been involved in the observations of teaching so that they have first-hand experience of the progress the school is making. Safeguarding regulations are met. The governing body continues to closely monitor safeguarding matters.

Progress since the last monitoring inspection on the areas for improvement:

- ensure statutory requirements for safeguarding and community cohesion are met – satisfactory
- strengthen the role of leaders to promote consistency and high expectations – good.

### **External support**

The local authority has provided the school with good support. Support has been tailored to meet the specific issues; for example, support for the English and mathematics departments. Support has also been directed at moving teaching from

inadequate to satisfactory, and satisfactory to good, and there was evidence to show that this support has been effective. The local authority has also ensured their support plan continues to be amended so as to build on progress and raise expectations further.

### **Priorities for further improvement**

- Focus more on increasing the proportion of good teaching.