

# Granville Sports College

## Inspection report

---

<b>Unique reference number</b>	112940
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	386163
<b>Inspection dates</b>	20–21 March 2012
<b>Lead inspector</b>	Andrew Cook HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

---

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	650
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Gee
<b>Headteacher</b>	Sylvia Thomas
<b>Date of previous school inspection</b>	19 May 2010
<b>School address</b>	Burton Road Woodville DE11 7JR
<b>Telephone number</b>	01283 216765
<b>Fax number</b>	01283 552934
<b>Email address</b>	enquiries@granville.derbyshire.sch.uk

---

<b>Age group</b>	11–16
<b>Inspection date(s)</b>	20–21 March 2012
<b>Inspection number</b>	386163



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Andrew Cook

Her Majesty's Inspector

Raymond Biglin

Additional inspector

Charlotte Evers

Additional inspector

This inspection was carried out at no notice. Inspectors observed 35 lessons, most of these conducted as joint observations with members of the senior leadership team, taught by 32 teachers. One inspector also made three short visits to lessons to observe how well pupils with learning difficulties were learning. In total, inspectors observed 80% of the teaching staff and spent 16 hours observing learning.

Inspectors met with, groups of pupils, the head girl and head boy representing the School Parliament, senior leaders and some middle leaders. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's improvement plan, self-evaluation, data on pupils' progress, minutes of the governing body and records of pupils' attendance, behaviour referrals, exclusions and records of any bullying. As this was an unannounced inspection there were no parental questionnaires. The school had recently conducted a small parent questionnaire which showed that parent views were generally positive.

## Information about the school

Granville Sports College is smaller than the average secondary school. Most pupils are White British. At 3.5%, the proportion of pupils from minority ethnic groups is well below the national average. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils identified as disabled or having special educational needs is above the national average. The school was judged to require special measures when it was inspected in May 2010. Special measures was required because the school was failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school were not demonstrating the capacity to secure the necessary improvement. Since May 2010, the school has received regular monitoring visits. The 2011 Year 11 examination results were above the government's current floor standard. The school has a sports specialism.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- In accordance with section 13 (4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures. This is a satisfactory school. The school is not good because the quality of teaching, although improving, is not consistently good and, as a result, pupils make satisfactory progress and the positive attitudes to learning that they demonstrate in some lessons is not typical in all lessons.
- Pupils’ attainment by the end of Year 11 is broadly average and they make satisfactory progress given their starting points. When pupils benefit from good teaching they make good progress.
- Teaching has improved and is satisfactory overall. An increasing proportion is good. In some lessons, teaching does not take enough account of pupils’ differing needs.
- Pupils’ behaviour is satisfactory. In just under half of the lessons observed, pupils’ behaviour was good and they were keen to work hard and complete the tasks they were given. In some lessons, where teaching is no better than satisfactory, pupils are not inclined to do their best.
- The good leadership of the headteacher and the senior leadership team has ensured that there has been a very clear vision for the future of the school and an unrelenting focus on improvement. The school’s evaluation of its own effectiveness is perceptively accurate. Improvements to the quality of teaching and pupils’ attainment have provided convincing evidence that the school has satisfactory capacity to improve further. The governing body is increasingly holding the school to account. The work of middle leaders has improved as a result of intensive monitoring and support. Middle leaders have not taken full responsibility for strategically leading and managing further improvement of their own departments.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Increase the proportion of teaching which is good and outstanding to over 75% ensuring that all teachers:
  - match work carefully to pupils' differing needs so that all are challenged at the right level
  - identify earlier when pupils are not making enough progress and provide prompt support so that pupils do not fall behind
  - are fully aware of all of the needs of disabled pupils and those with special educational needs, and adapt their teaching to meet their needs.
- Ensure the promotion of pupils' positive attitudes to learning so that pupils are supported and encouraged to:
  - develop skills of self-motivation
  - become independent learners
  - focus more on being reflective learners.
- Ensure all middle leaders are consistently communicating high expectations and ambition by:
  - modelling good practice
  - monitoring and improving teaching in their departments
  - encouraging the enthusiasm of staff
  - continually evaluating the effectiveness of their departments and taking action to overcome any weaknesses.

## Main report

### Achievement of pupils

The school predicts a better set of examination results this year for Year 11 pupils when compared to the 2011 results, when pupils' attainment was broadly average. Standards in English and mathematics, while overall still broadly average, are rising. Inspection evidence confirms that pupils are on track for attainment that is average. In virtually all of the lessons observed by inspectors, pupils made at least satisfactory progress. This confirms the data the school has been collating on pupils' progress. In just under half of the lessons observed, pupils made good progress and this again matches school data that shows that rates of progress are improving.

Disabled pupils and those who have special educational needs make satisfactory progress. Where there has been focused support work for pupils in this group, their progress has been good.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Inspectors checked pupils' workbooks when in lessons and found that the presentation of work has improved. For example, in pupils' mathematics workbooks, it is obvious that pupils have improved the presentation of their work.

### Quality of teaching

The quality of teaching has improved. When teaching was good or better the following key features were noted:

- teaching kept a good pace to the lesson so that pupils' learning never slowed down
- there were good, and often excellent, relationships between pupils and teachers
- academic targets were clearly explained so that pupils knew what to aim for
- good classroom management encouraged pupils to improve their behaviour and do their best
- opportunities for pupils to reflect and empathise and so develop spiritually
- teachers' marking was thorough and highlighted the next steps pupils needed to take.

In a drama lesson, teaching was outstanding because the relationships the teacher had with the pupils encouraged them to be enthusiastically involved throughout the lesson. Excellent opportunities were created for pupils to evaluate their own work and that of their peers. Disabled pupils and those with special educational needs were very effectively supported, which led them to make outstanding progress. There were other examples of outstanding teaching in a resistant materials lesson and a mathematics lesson where teachers' enthusiasm about learning and support for pupils was compelling. When teaching is good or better there is an emphasis on ensuring the curriculum is best tailored to the needs and interests of pupils. In some of the best lessons teachers made good links to cultural issues which gave pupils an added aspect to learning.

When teaching was satisfactory, the key features noted were:

- teaching did not take enough account of pupils' differing needs
- opportunities were missed by teachers to give pupils tasks that motivated them to engage in their learning
- a lack of pace in the lesson meant pupils were not challenged enough.

When teaching is no better than satisfactory, teachers do not always ensure that they take account of what pupils already know. The same task is given to all pupils and so those lower attainers and those who are more able are insufficiently supported or challenged. In lessons where teaching is satisfactory, teachers also have a tendency to talk too much and miss opportunities to use questioning effectively to keep pupils engaged and challenged.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Those pupils who spoke with inspectors talked about the lessons they liked most and explained that these were the lessons where teaching was good. They described as good lessons that were well organised and where teachers helped them if they were 'stuck' and 'pushed' them to do their best. Pupils also talked about the improvements they have noticed to the school environment and were especially appreciative of the efforts made by teachers to display pupils' work and helpful guidance in classrooms.

### **Behaviour and safety of pupils**

Pupils' behaviour around the school is safe and orderly. The school has conducted parent questionnaires and the results show that most parents agree that pupils' behaviour has improved. Pupils feel safe in school. They learn how to keep safe for example through learning about internet safety. Inspectors noted that behaviour in lessons often matched the quality of teaching; when teaching was good, pupils' behaviour was good. In a few lessons, pupils lacked a keenness to learn and exert themselves. The school's logs of bullying incidents show that incidents of bullying are low. The views of pupils confirm this. Through the School Parliament, working with researchers from Keele University, an excellent questionnaire was completed by all pupils on bullying, covering topics such as homophobic, racist and cyber bullying. The results of the questionnaire confirm that bullying incidents are low but that girls in Years 9 to 11 feel they are bullied more than boys. Some pupils told inspectors that, in a small number of lessons, their learning is interrupted when the teachers' time is taken up dealing with behaviour issues; inspectors found this to be true in a very small minority of lessons they observed.

Attendance has been a success story. Attendance is now above the national average. Punctuality to lessons is good as a result of the range of measures the school has introduced, including Saturday morning detention. Exclusions are decreasing but remain slightly above average.

### **Leadership and management**

The good leadership of the headteacher has been the driving force for change. She has been well supported by a senior leadership team who have stepped up to the mark and have improved the effectiveness of their own leadership. Key to the success of senior leaders' work has been a relentless determination to make clear that there needed to be a culture change and a realisation that the school had to focus on improvement. This has led to robust monitoring and tough decisions being made. There are now high expectations of staff and these have led to a more robust management of teachers' performance. As a result of the improvements in the quality of the senior leadership, teaching and pupils' achievement have also improved. The school has successfully begun to close any gaps in pupils' attainment demonstrating a satisfactory promotion of equal opportunities. The school also tackles any discrimination and has a satisfactory awareness of the outcomes for

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

groups of pupils. Middle leaders have benefited from support and clear direction from the senior leadership team and as a result are generally satisfactory in their effectiveness. The effectiveness of the governing body has improved. Governors have benefitted from training and a much more focused approach to looking at the work of the school. The governing body has undergone a self-evaluation exercise which has helpfully identified the strengths and areas for development of governance, demonstrating a keen willingness to undertake its role more robustly. The school has, in the past, needed support from the local authority but now has satisfactory capacity to improve.

The school is working effectively to promote pupils' spiritual, moral, social and cultural development. The school has recently introduced a more structured approach to the form tutor times, building these around a weekly theme. There is evidence that when this time is used effectively, pupils' get opportunities to think about, discuss and reflect on a range of issues. There are also innovative ideas to promote moral development, for example, the recent project 'Prison me no way' when ex-offenders, prison officers and the police worked with Year 9 pupils to help them appreciate the realities of prison. There is also the 'Friday Night Project' that is hugely successful in attracting up to 180 pupils to attend the school youth club which has close links with the police and is contributing to work to reduce anti-social behaviour in the local community. The sports specialism provides pupils with good opportunities to develop moral and social skills. For example, a significant number of pupils have developed leadership qualities through the Granville Leadership Academy. The leadership programme has given pupils opportunities to demonstrate their leadership skills. For example, some academy leaders have led physical education lessons in the nearby pupil referral unit for pupils aged 7 to 11.

The curriculum is broad and balanced. The courses for older pupils are organised so that pupils' learning needs are met. For example, pupils are able to take separate sciences, a BTEC in science or a core science course. There is a good range of extra-curricular activities which include, sport, music, photography and reading.

All safeguarding requirements are met. Pupils feel safe in school. This is a significant improvement because the inspection in May 2010 raised concerns about safeguarding.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

22 March 2012

Dear Pupils,



### **Inspection of Granville Sports College, Woodville, DE11 7JR**

I am writing to inform you that when we recently inspected your school we made the judgement that your school has significantly improved and no longer requires special measures. This means the school is providing you with a satisfactory education. You make at least satisfactory progress in lessons and many of you are beginning to make good progress.

As the lead inspector it was my fifth visit to your school and I have seen the improvements to teaching and the way that the school environment has improved. Many of you talked to inspectors and told them that behaviour had improved and so too had your lessons. Your behaviour is generally satisfactory in lessons. In some lessons, you do not always work as hard as you could which means the progress you make slows down. In some lessons inspectors, found that the work you are given needed to be better matched to your ability so that you are always challenged.

The senior leaders of your school have been successful in leading and the managing the work to improve the school. They have been resilient and stuck to the plans they had which have all been about raising standards. We have asked the senior leaders to improve some areas of its work. These are to:

- improve the quality of teaching so that at least 75% is consistently good or better
- help you improve your self-motivation to do as well as you are able to in lessons
- ask the heads of subject departments to take on more responsibility for the teaching and the progress you make in their own departments.

You can help by always concentrating in lessons and trying to take more responsibility for your own learning.

Yours sincerely

Andrew Cook  
Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**