

# Granville Sports College

Burton Road, Woodville, DE11 7JR

**Inspection dates** 12–13 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Despite some strengths, the teaching has not been consistently strong enough to ensure that all students make sufficiently good progress during their time at the school.
- The school's leaders, managers and governors appreciate that there is more work to be done to ensure teaching, learning and achievement become consistently good throughout the school.
- Some teachers do not always use the information about students' progress and attainment to plan work at a sufficiently challenging level for all groups of students.
- Teachers do not always ask a sufficiently probing range of questions during lessons to check students' understanding of the work.
- Standards by Year 11 in GCSE science examinations have not improved as well as those in English and mathematics.
- Although older students point to much improved behaviour and teaching since they started at the school, there remain some elements of occasional low-level disruption.
- At times, teachers limit the time students have to work actively and reflect on their learning during lessons by talking too much.
- Attitudes to learning reflect the quality of teaching during lessons. Most students appreciate what each teacher has to offer, but a few respond negatively to weaker and less challenging teaching.

### The school has the following strengths

- Good leadership from the headteacher has steered the school successfully through a very difficult period over the past few years.
- Senior and other leaders, and the governing body, have assessed the school's effectiveness accurately; they have a secure understanding of what needs to improve.
- Leaders and managers are directing their efforts increasingly effectively on enhancing teaching and boosting students' progress.
- Students' achievement is improving; in 2013 the school gained its best ever GCSE results.
- The sport and physical education department plays a successful role in making sure students continue to benefit well from the 2012 Olympic legacy.
- Good attention is paid to the students' personal development, including their spiritual, moral, social and cultural awareness.
- Most adults and students enjoy good working relationships and show respect for one other.

## Information about this inspection

- Inspectors observed 33 lessons and teachers. Six of these lessons were seen jointly with members of the school’s senior and other leadership teams. Daily tutor-time lessons were observed and inspectors attended an assembly. In addition, inspectors undertook ‘learning walks’ around the school to observe its life and students at work.
- Meetings were held with groups of students selected at random by the lead inspector. In addition, many informal opportunities were taken to talk with students. Inspectors heard a sample of students from Key Stage 3 read.
- Inspectors looked at a wide range of school documents including development plans, policies, self-evaluation reports, various monitoring files, safeguarding and curriculum materials, information provided for families, and governing body documents. The school’s data and assessment records for the tracking of the students’ progress were scrutinised.
- Discussions were held with the headteacher, other members of the senior leadership team, senior heads of faculty, class teachers, the special educational needs coordinator, administrative staff, members of the governing body and a representative of the local authority.

The 14 responses to the online questionnaire Parent View were taken into consideration.

Inspectors spoke personally with parents and carers during the inspection. The 40 responses to the questionnaire for school staff were also taken into account.

## Inspection team

Michael Miller, Lead inspector

Additional Inspector

Susan Jowett

Additional Inspector

William Cassell

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized secondary school. It is a specialist sports college.
- At its previous inspection in March 2012 the school was taken out of special measures.
- The headteacher chairs the local group of schools, the South Derbyshire Learning Community.
- The vast majority of the students come from White heritage backgrounds, with most from White British backgrounds. Almost all students speak English as their first language.
- The proportion of students for whom the school receives the pupil premium (additional government funding for particular groups, including those known to be eligible for free school meals) is average.
- The proportion of disabled students or those who have special educational needs supported through school action is well above average. The proportion of students supported at school action plus, or who have a statement of special educational needs, is average.
- Most students receiving additional support experience behavioural, emotional and social difficulties, but others experience a range of difficulties including: specific learning difficulty; moderate learning difficulty; visual impairment; physical disability; autistic spectrum disorder.
- A few Key Stage 3 students receive alternative provision through the local authority at Newhall Support Centre and at Winshill PRU in Burton-on-Trent (both pupil referral units). A few Key Stage 4 students attend hair and beauty, and motor mechanics courses at Burton and South Derbyshire College. Other students attend vocational courses at the Chameleon School of Construction in Swadlincote.
- The school meets the current government floor standards, which set the minimum expectations for the attainment and progress of students by the end of Year 11.

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

- Make more teaching consistently good or better across the school by making sure that:
  - teachers do not limit the time for students' active learning by talking at them for too long
  - teachers use questions more regularly during lessons, not only to challenge all students to think and reflect more deeply about their learning but also to check on their understanding
  - all teachers plan and set students work that is matched specifically to their different abilities, and the work given to the most-able students is sufficiently demanding.
- Improve students' achievement in science across all year groups, and their attainment in GCSE examinations by:
  - evaluating the current review of the impact of teaching and learning in the subject, and using these evaluations to strengthen teaching across the faculty and share good practice
  - extending the opportunities for students to use and apply their science skills across a wider range of subjects, and through situations which relate directly to their everyday lives.
- Make sure that all those involved in the monitoring of lessons focus more specifically on:
  - students' learning and any variability in the progress of different groups of students during lessons, including disabled students and those who have special educational needs.
  - the ways students' learning is assessed, particularly through the use of questioning in lessons
  - making sure teachers set targets for each student so that that all make at least good progress.

## Inspection judgements

### The achievement of pupils requires improvement

- Students join the school in Year 7 with levels of attainment which are typically average. By the end of Year 11, the proportion making expected progress is improving. Nevertheless, the proportions of students making nationally expected levels of progress in both English and mathematics remain below the national average. However, discussions with students confirm that their increasing success reflects enhanced attitudes to learning across the school.
- In summer 2013, Year 11 students gained the best examination results the school has ever achieved for the proportion of students gaining five or more A\* to C passes including English and mathematics. In addition, most students gained at least five A\* to C passes overall.
- However, while students' attainment was average in English and mathematics, it was well below average in science. In the past year there have been major staff changes in the science faculty and the evaluation of a major review of the department is due to be completed shortly.
- Some more-able students are entered early for GCSE examinations in both English and mathematics. Success rates have so far proved positive, particularly in respect of higher grade passes in mathematics. Students have the option of re-takes to improve further their grades, and the experience of early entry is standing in good stead the more-able students.
- Relatively few students have been identified by the school as specifically gifted or talented. School data show that there is a steady improvement in their progress from Year 7 to 11. Such current Year 11 students made about a year's better progress than expected overall, taking into account their English, mathematics and science tests at the end of Year 10.
- During the last academic year the school used well the additional funding from the national 'catch-up' programme for literacy and numeracy. In 2012–13, Year 7 students who did not make the progress expected of them by the end of primary school made on average a term's better progress than expected in English, and a year's better progress in mathematics.
- School data show that while the different groups of students for whom the school received the pupil premium make progress at a more uneven rate year-on-year than other students, this gap is closing by the end of Year 11. In 2012, only 9% of students receiving the funding gained five or more good GCSE passes, including English and mathematics, whereas in 2013 24% did so.
- By Summer 2013 Year 11 students qualifying for the pupil premium had made around a year's slower progress than others in English and about five terms in mathematics. Overall, eligible students typically attain the equivalent of approximately a grade lower in examinations than other students. Achievement in Key Stage 4 continues to be affected by a legacy of past underachievement, but the picture is improved in Key Stage 3. In 2012-13, students eligible for the premium made broadly expected progress during Years 7 to 9.
- The progress of disabled students and those who have special educational needs has varied considerably from year-to year, depending on the students' individual needs. School data show that current Year 11 students had made broadly expected progress by the end of Year 10 in English and mathematics, but had only progressed at around half the expected rate in science. In summer 2013 such students achieved around the equivalent of two grades lower than other students. Discussions with the headteacher and governors show that the school is in the process of sharpening its approach to the monitoring of the progress of such groups of students.

- The few students attending alternative provision make broadly expected progress in terms of both their academic and personal development. Such provision serves well those students who would otherwise be at risk of potential exclusion. Their progress is monitored termly, but the school has realised this needs to be increased and plans are currently in place to do so.

## **The quality of teaching** requires improvement

- Discussions with staff show they realise that a crucial aspect for further improvement lies in ensuring a greater consistency in the quality of their teaching. While half the teaching seen during the inspection was good or better, too much required improvement.
- In the best lessons teachers enable students to slake their thirst for knowledge through active involvement, discussion, debate and reflection on their learning. However, too many teachers simply talk too much at the students. This limits the time for active learning; the attention of some students, particularly boys, wanders and they can become distracted. Learning becomes rather pedestrian when lessons are not planned to be sufficiently challenging for all students.
- Teachers' use of questioning to check students' understanding of their work is often good, but this is another inconsistent feature of the teaching. Not all teachers use questioning to involve fully and challenge students to reflect on their work, or to explain their thinking. Some use questioning well with individuals and small groups, but not when dealing with whole classes.
- Teachers' lesson planning is not always precise enough to ensure that the needs of all individual students are met. Planning may well identify groups of students who need extra support because they find learning difficult or require extra challenge. However, in lessons requiring improvement this planning is not consistently put into practice. Some teachers' expectations of the progress students can and should make are not always consistently high enough.
- A review of the science faculty has raised staff awareness of their responsibilities to share good practice, extend their teaching skills and improve students' progress. There is an initiative to identify opportunities for students to use and apply their science skills across a wider range of subjects, and through situations which relate directly to the use of science in everyday life.
- Year 7 students made good progress in a science lesson where the teaching gave the students the freedom to work together, in pairs and groups, exploring the structure of plant and animal cells. The students were clearly enjoying the opportunity to investigate and develop new learning, and there was good challenge for all groups of students. They were also picking up successfully on the teacher's approach and asking each other pertinent questions.
- Overall, the teaching and what is taught contribute well to students' spiritual, moral, social and cultural development and helps them to develop as responsible members of society. This is an aspect promoted particularly well as a result of the school's sports specialism. Outstanding teaching, learning and progress were seen in a Year 10 vocational course for budding sports leaders. During this excellent session, pairs of students took turns to carry out exercises blindfolded. They learnt very quickly to appreciate the importance not only of giving each other precise instructions and support, but also the vital importance of trusting each other as leaders.

**The behaviour and safety of pupils** requires improvement

- Discussions with older students, particularly those in Year 11, show that they consider behaviour and attitudes to learning have improved significantly during their time at the school. The school's records support this. However, there remain some students, particularly those with behaviour, social and emotional difficulties, who find it difficult to manage their own behaviour consistently successfully throughout a school day. Exclusions are reducing, but remain above average.
- Behaviour around school is friendly. Students generally show proper concern for each other and have a good understanding of how to keep themselves and the school community safe. They are aware of different types of bullying, including cyber bullying. Most students show good levels of self-control, reflecting their good social and moral development.

A few instances of low-level disruption from individual students were seen in lessons; these were invariably linked to teaching which required improvement. Students perk up when they are given the chance to be involved more actively in learning. Most students attend regularly, but attendance is average overall. The vast majority of students are almost always punctual to school and lessons. The overall expectations staff and students have of each other are rising, and helping improve progress.

**The leadership and management** requires improvement

- Leadership, management and governance require improvement because the school's work to improve teaching has not had sufficient impact in ensuring that students make consistently good progress, particularly in science. However, leaders at all levels are showing that they can make a difference; their approach makes an important contribution to the school's positive approach to ensuring that its students have an equal opportunity to succeed.
- However, the headteacher and leadership team have worked effectively in other ways to ensure the school builds a secure capacity for improvement. They have also developed a range of courses which are increasingly relevant for students. Most students are now prepared well for the next stage of education or work.
- The joint observations of lessons carried out by inspectors with senior leaders and heads of faculty showed that they have an accurate understanding of the quality of teaching across the school. However, the monitoring of teaching and learning has not yet developed sufficient focus on the actual progress students make during lessons.
- The standards achieved in examinations by Year 11 students in Summer 2012 were a major disappointment to the school. However, the 'relentless determination' of the headteacher and senior leadership team recorded in the previous inspection report have continued; this has resulted in the improvement during 2012-13.
- There are close links between the school and the local authority, which has provided timely and helpful guidance for the school in its work. Local authority support has been used effectively to test the school's priorities; as a result self-evaluation is accurate, and the school is showing increasingly secure capacity to improve further.
- There remains work to do, and the school still has to secure a track record of continuous improvement particularly over the next two academic years. The 2013 results show a positive start has been made in this. Leaders at all levels are 'raising the bar' and lifting staff and student

expectations of themselves.

#### ■ The governance of the school:

- Over the last year the governing body has undertaken its own review of its work and effectiveness. This is based well on sustaining its own and students' improvement.
- The governing body is properly informed about school life and students' progress in relation to others nationally. This results from its regular monitoring of the school and the reports it receives from staff and the headteacher.
- Records show governors take up relevant training to help them in their work. Governors with specific responsibilities carry these out conscientiously, for example in working with the headteacher to ensure that the safeguarding of students meets national requirements.
- Governors are able to compare and contrast the school's performance with others nationally. There is a clear understanding of how and why students make progress. The governing body knows how the pupil premium is allocated, produces a statement showing how it is spent and monitors the impact of any additional funding the school receives to support students.
- There are systematic checks on the effectiveness of teaching. Teachers' performance management targets are linked properly to school improvement priorities, and focused well on tackling any potential underperformance by students or teachers. Records for the past three years show that teachers are only promoted if their students are shown to be making good enough progress, and that teachers are applying fully the national teaching standards.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	112940
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	429523

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	577
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Hawkins
<b>Headteacher</b>	Sylvia Thomas
<b>Date of previous school inspection</b>	20 March 2012
<b>Telephone number</b>	01283 216765
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