

Grampian Primary Academy

Grampian Way, Sinfin, Derby, DE24 9LU

Inspection dates

7–8 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils reach very high standards and make outstanding progress in reading, writing and mathematics from their starting points.
- Outstanding teaching means that pupils make extremely rapid progress from Years 1 to 6. Teachers use their excellent knowledge of what pupils can already do to plan work which stretches pupils of all abilities. Teaching in Nursery and Reception is good.
- All members of staff have very high expectations of all pupils. They use their exceptional questioning skills extremely well to stretch pupils' thinking and to check on their learning. They then adapt the level of work to accelerate progress further.
- Teachers' marking and feedback to pupils give them an excellent understanding of how to improve their work.
- A wide range of subjects are skilfully woven together so that high-level literacy and mathematical skills are developed throughout the school day.
- Pupils are very proud of their academy and their achievements. They are happy to celebrate the success of others, and enjoy the praise offered when they do well.
- Pupils are highly motivated to learn, and greatly enjoy their work across all subjects. They learn very well in all contexts whether through partner and team work, in larger class groups or when concentrating on working alone.
- Pupils' behaviour and attitudes make an outstanding contribution to their learning. They are able to challenge each other's thinking and support each other's learning to a very high standard.
- Pupils rightly feel very safe, and there is an exceptional warmth and level of care which helps them to feel valued.
- The exceptional drive and partnership of the executive principal, the head of school, other leaders and governors have ensured that creative and very effective ways have been used to raise standards and achievement and improve teaching. Staff are highly committed to the aims of the academy.
- Governors are extremely skilled in checking the work of the academy and holding staff to account. They are closely involved in its life, understand where its strengths lie, and plan carefully so that it can continue to improve.

Information about this inspection

- Inspectors observed teaching in all classes and visited 13 lessons, accompanied by either the executive principal or the head of school.
- The inspection team held discussions with pupils, parents, the executive principal and acting headteacher, other staff, and governors.
- Inspectors took account of the 10 responses to the online questionnaire, Parent View, the school’s records of parent surveys, and 30 responses to the staff questionnaire.
- Inspectors listened to pupils read, looked at their work, and had discussions with groups of pupils and individuals about their learning.
- The inspection team checked the school’s evaluation of its work, records of achievement, the improvement plan, minutes of governors’ meetings, and records of behaviour, attendance and safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Derek Aitken

Additional Inspector

Full report

Information about this school

- The academy is a similar size to the average-sized primary school.
- The academy opened in December 2012 when it also became a member of the CfBT Trust.
- The Executive Principal, appointed last term, was formerly the headteacher of the academy. He continues to work with the academy on one day each week and maintains the ultimate responsibility for its work along with Governors. A Head of School, who has responsibility for the day-to-day running of the academy, was appointed last term
- The majority of pupils are from White British backgrounds.
- The proportion of pupils eligible for support from the pupil premium (additional government funding for pupils known to be eligible for free school meals and those in the care of the local authority) is above average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportion of such pupils supported at school action plus or who have a statement of special educational needs is lower than average.
- The school meets the government's current floor standards which set minimum expectations for attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Further increase the quality of learning in the Early Years Foundation Stage so that it is also outstanding by ensuring that no time for learning is wasted and that opportunities to extend children's learning are not missed.

Inspection judgements

The achievement of pupils is outstanding

- Children join the academy with levels of skills and knowledge well below those typical for their age. They make good progress in Nursery and Reception so that their skills and knowledge are closer to but still below those typical for others of their age when they enter Year 1.
- Children learn well in Nursery and Reception because the activities are well matched to their needs. However, occasionally learning slows because resources are not always made available quickly enough, and opportunities for extending learning are sometimes missed.
- Pupils in Year 1 make rapid progress in phonics (letters and the sounds they make). In 2013, they achieved levels in line with those nationally in the Year 1 phonics check. During the inspection, phonics sessions observed and their work showed current Year 1 pupils to making at least good progress in this area.
- In 2013, pupils in Year 2 achieved average standards in reading, writing and mathematics, despite their low starting points in Year 1, and standards continue to improve for current pupils. Pupils in Years 1 and 2 make such outstanding, progress, because their work is well matched to their abilities and teachers have very high expectations. They develop a great enthusiasm for learning across all subjects, and an eagerness to read. They enjoy talking about their books and favourite authors, understand what they read, know how to find information, and explain with enthusiasm why reading is so important.
- In Years 3 to 6, pupils continue to make outstanding progress. In 2013, Year 6 pupils reached standards which were above average in English and mathematics. Standards have risen continuously since the academy opened and the current Year 6 are on track for achieving similarly high levels.
- The academy's tracking data, work in pupils' books, and standards observed in lessons during the inspection, show that exceptional progress continues across a wide range of subjects, because pupils have a very clear understanding of what they are learning and clear targets for improvement. One of the key features in the rapid progress they make is pupils' developing ability to reflect on and explain their learning.
- Work in all subjects is well matched to each pupils' needs so that their subject skills and knowledge and their reading, writing and mathematical skills are developed extremely well through the different topics they study.
- Disabled pupils and those with special educational needs make outstanding progress because, not only is work well matched to their needs, but also teachers use skilful questioning to help pupils clarify their understanding and take their learning further.
- Pupils supported by the pupil premium funding also make outstanding progress to standards above those nationally and very close to their classmates. In Year 6 in 2013, they were half a term behind classmates in reading, a term and a half behind in writing, a term behind in mathematics, and nearly half a term behind in spelling, punctuation, and grammar. These gaps are smaller than those seen nationally because of the intensive support from extra teaching staff.
- Pupils' participation enjoyment, achievement and skills in sport have been greatly improved by the use of the extra primary school sport funding. This funding is making an excellent

contribution to improving pupils' fitness and well-being and is giving valuable support for training academy staff through the employment of additional sports coaches.

The quality of teaching is outstanding

- Throughout the school staff use their excellent understanding of what pupils can already do extremely well. They know individual pupils and understand how each learns best. This enables them to plan very high quality learning activities at just the right level to stretch every pupil. They use very high quality questioning and make important changes to the activities, to support or challenge pupils to learn even more.
- Teachers help pupils to explain their thinking so that they can remember how they solved difficult problems, and use this knowledge again. For example, in mathematics lessons in Year 4 and 6, teachers stopped the lesson at intervals so that pupils could explain their working out to the class, and these explanations were explored, repeated and emphasised so that they could remember their learning.
- Good teaching enables children to make good progress in the Nursery and Reception classes. Staff have an excellent understanding of children's past achievements and what they need to learn next in each area of learning. Children make particularly strong progress in their personal and social development, because of the outstanding ways in which their confidence and learning attitudes are nurtured. All this means they are very well set up for the challenges of learning in Key Stage 1 because of their very positive attitudes and enthusiasm for learning. However, occasionally, time is wasted when the learning does not get off to a prompt start.
- Excellent marking and feedback by teachers help pupils to know how to improve their work, and they constantly practise these improvements. Pupils take great pride in helping to construct the classroom displays about what they have learned and how, and use these effectively to explain and improve their work.
- Teachers and teaching assistants help pupils to check their own and others' work against clear goals. Pupils use these processes effectively to develop their understanding of how to make progress, and this contributes very well to their understanding.
- Exciting topics bring learning across subjects together in real-life situations. This boosts pupils' enthusiasm and their progress. Pupils particularly enjoyed the opportunity to design and test breakfasts from around the world.
- Reading, writing and mathematics were developed well because they had a real purpose which pupils understood. Work enthuses pupils to learn and apply these skills, for example as they explore the culture, faith and backgrounds of people across Britain (in Years 1 and 2) and in the rest of the world in Years 3 to 6.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Their behaviour and attitudes make an exceptional contribution to progress because they are so well focused on learning as much as they can. They are extremely well mannered and respectful to adults and each other.
- Pupils' movement about the academy and in the playground is sensible and purposeful. They love adults to join in with their games and conversations, but also play very sensibly and work

hard when they are not closely supervised.

- Pupils have excellent opportunities to work together and they do this with great enthusiasm for their learning. They are able to support or challenge others confidently without upsetting their partners. Pupils greatly value their time in the academy across all subjects, and they greatly enjoy the range of clubs and activities offered.
- Expectations for outstanding behaviour are modelled by all staff and, in turn, pupils take on this role of modelling exceptional attitudes and behaviour to others. They understand and value the clear rewards and sanctions system, which is used very well to highlight success and to motivate pupils. Pupils, parents and staff who spoke to inspectors were full of praise for the way in which behaviour is managed.
- Staff set very high expectations for pupils who also have high expectations of themselves. They thrive in an atmosphere of great warmth and care alongside a determination that everyone will achieve their very best.
- Pupils who find it difficult to manage their behaviour are supported extremely well. Their work and records show that this is helping them to focus on learning and make good progress.
- The school's work to keep pupils safe and secure is good. Safeguarding processes meet statutory requirements and effective policies and practices are followed by all staff and pupils.
- Pupils develop an excellent understanding of how to stay safe outside the academy. They are very happy and confident and understand the various forms that bullying can take, including with the internet and mobile phones. They confirm that bullying is very rare and that any problems are dealt with very effectively by staff.
- Attendance is above average. There are excellent procedures in place to help any pupil who might find it difficult to attend regularly.

The leadership and management are outstanding

- The executive principal and head of school provide exceptional leadership and have ensured that all staff, governors and leaders share and work towards achieving the academy's vision of enabling every pupil to reach the highest possible standards. In doing so they have set the highest standards. They have very high expectations of staff.
- The academy has allocated two teachers to each class, so that those entitled to the pupil premium funding have extra support from qualified teachers. This has been extremely effective in raising standards.
- Ambitious targets for progress are set for each pupil with an expectation that these will be achieved. New initiatives are very well targeted on improving learning attitudes further. For example, a focus on supporting pupils' concentration has been particularly successful in enabling pupils to achieve very well whether they work with partners, in groups, on their own or as a whole class.
- Exceptional systems for monitoring pupils' progress are used effectively in school self evaluation and in making plans for improvement. Action to address any areas of weakness is planned carefully, put into place urgently, and the impact of actions monitored. All this has supported the

dramatic improvement in achievement, which is now outstanding.

- The recruitment process for staff ensures that those appointed have the most appropriate skills. Excellent attention to ongoing professional development ensures that teaching continues to develop and meet the needs of pupils even more effectively. There are on-going discussions between leaders and teachers about the quality of their work and how to make it even more effective in terms of pupils' progress. Judgements for staff appraisal are closely linked to pupils' progress.
- Pupils' spiritual, moral, social and cultural development is a very high priority across all subjects. Provision is excellent. All learning grows out of the academy's 'rocks' which are the values and expectations of everyone. Staff and pupils refer to these throughout the day and measure themselves against the standards they set.
- Those parents who spoke to inspectors greatly value the academy. Leaders give regular opportunities for parents to share their views about the academy and then act upon the outcomes. Parents are welcomed into the academy to work with their children.
- The commitment towards equal opportunities for all pupils is demonstrated in the outstanding progress made by all groups and the ways in which the school works with others or uses its funding to make sure no group is disadvantaged.
- **The governance of the school:**
 - There is a wide range of skills among governors and they undertake a great deal of training and development to support them in all aspects of their work. They are highly committed to excellence in all aspects of the academy. They set very ambitious targets for staff performance and have rigorous systems for checking progress regularly and holding staff to account. All judgements are made against pupils' achievement, and governors ensure that teachers' pay and career progression depend upon this. Governors identify appropriate priority areas for development, build action plans, and check progress against these rigorously. Finance is monitored carefully managed. Governors ensure that the school make excellent use of extra funding such as the pupil premium and the additional school sports funding, and monitor their impact well.

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

Unique reference number	138992
Local authority	Derby
Inspection number	440084

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Ros Clark
Principal	Chris Perkins (Executive Principal)
Date of previous school inspection	Not previously inspected
Telephone number	01332 765546
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Email address	head@grampian.derby.sch.uk

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