

# INSPECTION REPORT

## **Granville Community School**

Swadlincote, Derbyshire

LEA area: Derbyshire

Unique reference number: 112940

Headteacher: Mr R Watts

Reporting inspector: Mrs M.Fitzpatrick  
24326

Dates of inspection: 6 – 8 March 2000

Inspection number: 183932  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of students: 11 to 16 years

Gender of students: Mixed

School address: Burton Road  
Woodville  
Swadlincote  
Derbyshire

Postcode: DE11 7JR

Telephone number: 01283 216765

Fax number: 01283 552934

Appropriate authority: The Governing Body

Name of chair of governors: Mr H R Parker

Date of previous inspection: 7 November 1994

## INFORMATION ABOUT THE INSPECTION TEAM

| <b>Team members</b> |                      |
|---------------------|----------------------|
| Mrs M Fitzpatrick   | Registered inspector |
| Mr D Ashby          | Lay inspector        |
| Mrs J Tolley        | Team inspector       |
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

|  |        |                              |
|--|--------|------------------------------|
| Number of full time students:                          | 597    | (much smaller than average)  |
| Students with English as an additional language:       | 0.2%   | (low)                        |
| Students entitled to free school meals:                | 14.6%  | (broadly average)            |
| Students on the register of special educational needs: | 13.7 % | (below the national average) |
| Average number of students per teacher:                | 16.7   | (broadly average)            |

Numbers in the school have risen since the last inspection. The attainment of students when they join the school covers the full range, although an increasing number of students join the school with lower than average verbal skills. The school has a higher than average number of students with statements of Special Educational Need. Taken as a whole, the intake has about average attainment.

### **HOW GOOD THE SCHOOL IS**

Granville Community School is a very good school with a very positive, caring ethos. Very good leadership creates the vision and determination in staff and students to achieve their best. The well-planned lessons in all subjects lead to good standards. The school's results in GCSE examinations are rising faster than results nationally. The average point score per student in the 1999 GCSE examinations was just above the national average. Taking into account the quality of educational provision, the standards achieved by students and the low expenditure per student, the school gives very good value for money.

#### **What the school does well**

- Very good leadership sets a clear direction for the school in raising standards.
- Standards are good because teaching is well planned, subjects are well taught and teachers have high expectations of students.
- Very good relationships and opportunities for personal development give students an excellent base from which to develop mature and independent attitudes.
- The school makes very good provision, overall, for the spiritual, moral, social and cultural development of students.
- Students with special educational needs make good progress, especially in developing their literacy skills.
- The school is very good at identifying priorities for development and then devising effective systems to tackle them.
- There is a very strong sense of community in the school; the supportive ethos makes a very good contribution to the standards students achieve.

#### **What could be improved**

- Teaching styles could be developed even further.
- Although assessment procedures are good, their use could be improved further to involve students in tracking and evaluating their own progress and in setting future targets.
- The school needs to act upon any health and safety issues that emerge in the forthcoming whole-school risk assessment.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made considerable progress since it was last inspected in November 1994. GCSE results have improved at a faster rate than nationally. The quality of teaching is better. All areas identified for action in the last report have been successfully tackled. The provision for the spiritual development of students is now very good and departments are more aware of how and when they contribute to this development. Teachers in most subjects have developed their planning so that the tasks set match the needs of students. Provision for collaborative work between students has improved, especially in the English department. Assessment procedures are now recognised and used as an important tool in setting targets and raising standards. The headteacher and deputy head

have a shared view of what the school needs to do in order to raise standards even further and this places the school in a good position to bring about further improvements.

## STANDARDS

The table shows the standards achieved by 14 and 16 year olds based on average point scores in National Curriculum tests and GCSE examinations.

| Performance in:   | compared with |      |      |                 |
|-------------------|---------------|------|------|-----------------|
|                   | all schools   |      |      | Similar schools |
|                   | 1997          | 1998 | 1999 | 1999            |
| Key Stage 3 tests | C             | C    | C    | B               |
| GCSE examinations | C             | C    | C    | B               |

| Key                |   |
|--------------------|---|
| well above average | A |
| above average      | B |
| average            | C |
| below average      | D |
| well below average | E |

Over the past four years, results in the national tests for fourteen year olds have been consistently in line with national averages in English and mathematics and they have been above the national average in science. Girls' results have been above those of boys in mathematics and science and similar to boys' results in English. The national test results match those of similar schools in English and mathematics and are well above the average for similar schools in science. Results in the national tests have risen in line with the national trend over the past four years.

The percentage of students gaining five or more higher GCSE grades (A\*-C) in 1999 was in line with the national average and above the average for similar schools. Ninety nine per cent of students achieved at least one GCSE grade, which is very high when compared with the results in all schools. Ninety five per cent of students gained five or more passes in grades A\* - G, which was above the average for all schools and well above the average for similar schools. The good progress made by students with special educational needs is reflected in these very good results. Results in geography are consistently very good, above the national average for higher grades and well above the school's average in other subjects. Since 1997, results in French have improved significantly to above the national average. Results in art are above the national average. Results in design and technology have fallen in the past three years to below the national average and, in 1999 results in science dipped to below the national average. GCSE results have shown a marked improvement since the last inspection and the trend in the school's average student point score is above the national trend.

During the inspection, standards were judged to be particularly good in art, drama, English, geography and physical education. In these subjects, students often achieve better than expected standards because of the tasks that are designed to motivate and challenge them and the quality of teaching which supports their learning. Occasionally, standards in spoken French are less good than expected when students have insufficient opportunity to practise their oral skills. The school has set a realistic target of achieving 49 per cent higher GCSE grades for the examinations in 2000 - a target based on secure knowledge of the students' attainments.

## STUDENTS' ATTITUDES AND VALUES

| Aspect                              | Comment   |
|-------------------------------------|---|
| Attitudes to the school             | Students of all abilities have an enthusiasm for learning and are confident that they can succeed. They speak highly of the teachers and appreciate the efforts they make on their behalf both in and out of lessons. |
| Behaviour, in and out of classrooms | Behaviour is good. It supports the work of the classroom by creating a calm, supportive environment in which students can work. There is  |

|  |  |
|--|--|
|  | occasional disruption in a very few lessons by a small minority of students, but this is effectively managed by teachers. Behaviour in the dining hall, where there is a minimum of supervision, is noticeably good. Movement around the school is generally calm and civilised. |
| Personal development and relationships | Students seize the opportunities offered to develop independence and to work together in lessons. They form constructive relationships with each other and with their teachers and these make a good contribution to their progress.   |
| Attendance                             | Attendance is in line with the national average for secondary schools. Unauthorised absence is below the national average.   |

Teachers work hard to develop relationships that are based on mutual respect and a partnership in learning. These are much appreciated by the students, who respond by applying themselves in lessons and volunteering for responsibilities when the opportunities arise. Students' response to all adults, including visitors to the school, is refreshingly open and friendly.

### TEACHING AND LEARNING

| Teaching of students: | aged 11-14 years | aged 14-16 years | aged over 16 years |
|-----------------------|------------------|------------------|--------------------|
| Lessons seen overall  | Good             | Good             | N/a                |

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teachers' good subject knowledge and determination that students will succeed ensure that they provide appropriate activities for students at all levels of attainment. Well-planned lessons with tasks that motivate students lead to their learning at a good rate. In the majority of lessons, homework is well used to consolidate or prepare for new learning. Teachers' expectations that students will work hard and succeed are met in the majority of lessons. In lessons which are good or better, students are given opportunities to work collaboratively as well as independently and are involved in the evaluation of their learning. Students' learning is less good in lessons where they have few opportunities to contribute to or learn from discussion. Teaching was satisfactory or better in 94 per cent of lessons seen. It was very good or better in 27 per cent of lessons and good in a further 35 per cent. The small amount of unsatisfactory teaching was in modern languages. Teaching in English is good, with examples of very good teaching at both key stages. In mathematics, teaching is satisfactory at Key Stage 3; some examples of good teaching were seen. At Key Stage 4, mathematics teaching is good. Science teaching is good at both key stages, with some very good teaching at Key Stage 4.

### OTHER ASPECTS OF THE SCHOOL

| Aspect                                  | Comment   |
|---|---|
| The quality and range of the curriculum | Students have a broad and balanced education. Activities are well planned; enrichment of the curriculum through visits and visitors to the school is of good quality and extends the range of students' learning. The school provides a wide range of out-of-school activities. |



|   |  |
|---|--|
| Provision for students with special educational needs   | The school has good systems for identifying students with special educational needs and provides well for them. Students in Key Stage 3 make particularly good progress in reading and literacy skills. Those with emotional and behavioural difficulties are dealt with sensitively and effectively.  |
| Provision for students with English as an additional language                                 | Provision is satisfactory for the one pupil with English as an additional language, who makes progress similar to others in the class.   |
| Provision for students' personal, including spiritual, moral, social and cultural development | The school makes very good provision for the students' spiritual, moral, social and cultural development. Teachers lead by example in setting high standards of respect and showing a belief in students' ability to succeed. The school provides many opportunities for students to assume responsibility and to support the wider community. |
| How well the school cares for its students  | Teachers know their students well and use effective systems for monitoring their academic and personal progress. Students feel secure in the school and are clear about where to seek help for any difficulties they might have.   |

The integration of the arts subjects at Key Stage 3 is a strength of the curricular provision for students at this stage. Art, drama, music and English actively promote joint projects that allow students to see the relationships between subjects. At Key Stage 4, students are given the opportunity to study for GCSE art at lunchtime, allowing them to follow their enthusiasm for the subject while completing their option subjects in normal lesson time.

The school is developing strengths in providing for the needs of those students who have low reading ages. The special educational needs co-ordinator and the special educational needs team are very effective in identifying students' needs and in involving parents in support for their learning. As a result, students make very good progress in their reading and are soon re-integrated in the classroom.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher, deputy headteacher and senior staff lead the school very well. Heads of department and heads of year give good leadership in their specific areas and do much to support the work of the school in continuing to raise standards.      |
| How well the governors fulfil their responsibilities             | Governors are fully involved and are very well informed. They play a key role in acting as critical friends to the school.  |
| The school's evaluation of its performance                       | The headteacher, deputy headteacher and governors have a clear picture of the strengths and weaknesses of the school and understand what the priorities are. They recognise the need to continue to monitor teaching and to develop teaching strengths. |
| The strategic use of resources                                   | Financial planning and administration are good. The school uses its resources well, with all spending geared to raising standards.  |

The headteacher makes a significant contribution to a continually improving school through his development of very good relationships at all levels. He has succeeded in combining high educational standards with high levels of care for students in an environment that is secure and welcoming. The very good relationships which exist between the headteacher and his deputy, who

share ambitious targets for the school, are a strength of the school's leadership. Both are aware of the standards achieved in similar schools and are continually looking for ways to improve the school so that it exceeds them.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

| <b>What pleases parents most</b>  | <b>What parents would like to see improved</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children are expected to work hard and achieve their best.</li> <li>• Their children make good progress.</li> <li>• The school is well led and managed.</li> <li>• The school helps their children become mature and responsible.</li> <li>• The headteacher and all staff are approachable.</li> </ul> | <ul style="list-style-type: none"> <li>• The information they get on how their children are progressing.</li> <li>• That the school would work more closely with them.</li> </ul> |

Parents are pleased with the school and the education it provides. Inspection findings support the parents' views. Parents' views of information on their children's progress are mixed. Some felt that the school should provide more information on students. Inspectors found that the school has a reasonable range of methods of communicating with parents about their children's progress and that this is done with the same regularity as is found in most schools. There may be a problem with some communications to parents not reaching home but inspectors could find no evidence either way for this. Parents' views of how the school works with them are generally positive but a small number feel that the school could work more closely with them. Inspectors found that the school has good links with parents and that there are opportunities for them to support the school and their children should they wish to.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Very good leadership sets a clear direction for the school in raising standards.**

1. One of the main reasons for the success of Granville Community School is the high quality of leadership provided by the headteacher and his deputy and the senior management team. The headteacher has a clear vision of what sort of school Granville should be. He has succeeded in communicating his ambitions for the students to both teachers and parents, who accept and support them. This ensures that students know what is expected of them and are well supported by a strong partnership between home and school. The deputy headteacher has been successful in designing systems that assist teachers in raising standards through careful use of assessment data. Both the headteacher and the deputy headteacher know the staff well and have succeeded in nurturing and developing their skills in a challenging and supportive climate.
2. The governing body is very effective in supporting the work of the school and makes good use of its committees in setting targets. Governors are well informed about all aspects of the school by the headteacher and the deputy and they use this information to help them make decisions. The targets in the School's Development Plan are challenging but achievable. At the time of inspection, the school had made very good progress towards reaching its targets for 1999 -2000. This is because the headteacher effectively delegates tasks to appropriately expert or interested members of staff and has high expectations of teachers in the discharge of their responsibilities. Teachers are ambitious for the success of the school and work hard to achieve this.
3. The headteacher's very good management and excellent interpersonal skills develop a strong loyalty in staff and students and create a very good sense of community. Support staff in the school reflect the headteacher's enthusiasm by extending their role to support the school in many and varied ways. School productions, the quality of the environment and resources for students are all enhanced by the additional work done by office staff, the librarian and the technicians, educational care officers and the school caretakers.

#### **Standards are good because teaching is well planned, subjects are well taught and teachers have high expectations of students.**

4. The standards achieved by students are good; they are in line with national averages in the National Curriculum tests for fourteen year olds and in GCSE examinations. In the national tests for fourteen year olds, results in science have been above the national average for the last four years and well above the average of similar schools. In mathematics, results have risen to being in line with the national average and are in line with similar schools. English results have been above the national average until 1999, when they were in line with the national average and in line with similar schools. Boys did better than girls in English and their performance exceeded the national average for their age group. In science, girls did better than boys, though both sets of students achieved above the national average in the subject. In mathematics, the performance of boys and girls was similar. The combined results are above those of similar schools and this does not take into account the higher than average number of students with Statements of Special Educational Need.
5. GCSE examination results have shown a good improvement since the 1994 inspection. The results for 1999 were in line with the national average for higher grade passes (A\* - C) and above the national average for passes at grades A\* - G. Both boys' and girls' results for 1999 were in line with the national average for each group. Standards in subjects are usually consistent, with some slight variation from year to year. However, science results dipped in 1999, after a prolonged period of better than average performance. The school attributes this to changes in the syllabus and examination paper and has taken steps to address these issues for the current year. Geography results are consistently very good and are above both the

school's average grade for all subjects and above the national average for the percentage of students gaining higher grades. Results in French have improved significantly since 1997 to being above the school's average grade and above the national average for the percentage of students achieving higher grades. The school performs well in GCSE examinations compared with similar schools. It is particularly successful in the number of students who achieve five or more passes at all grades, a good proportion of whom are students with special educational needs.

6. The standard of work seen in lessons during the inspection was also good. This is mainly because teachers' good subject knowledge allows them to plan work which closely matches students' needs. This, in turn, encourages students to work at a good rate on tasks that motivate and interest them. All who work in the school are committed to promoting high achievement and students respond positively to this ethos.
7. Teachers in all subjects ensure that students' literacy skills are developed by giving them opportunities to read in class and through the emphasis they place on the acquisition of new vocabulary. Students read well and are able to work independently to gather information for homework and in lessons. Students have good listening skills and when given the opportunity speak clearly and fluently. In a Year 11 English lesson, students explored the symbolism in a complex text about cultural differences. The demanding text was well analysed by students whose discussion showed good understanding of the story and an ability to listen actively to the ideas of others and develop these. In this lesson students learned at a rapid rate as a result of their good grounding in using talk as a vehicle for learning. Their confident expression of ideas and reference to the text to support these showed better than average skills. Students in Year 10 made very good progress in a science lesson where the teacher ensured that they were working from a text which matched their reading ability and that new or unfamiliar words were fully understood.
8. The very good resources that teachers prepare for lessons are another feature which contributes to the good standards students achieve. Teachers take care to know their students well and to prepare materials that are designed to ensure that they meet with success. Year 9 students studying "Romeo and Juliet" are able to understand and interpret the play at their own level because of the appropriate resources they use. Lower attaining students show good retention of outline of the plot and the main characters, while the highest attaining students are able to produce biased accounts of the Capulet party for a newspaper they produce. In geography lessons in Year 11, students are presented with booklets which guide them to a clear understanding of the impact of multi-national companies whilst giving them the opportunity to read and interpret questions accurately in preparation for their final examination.
9. Teachers make good use of time in lessons. Lessons are conducted at a brisk pace with many teachers using timed tasks to ensure that learning is staged and proceeds at a good rate. Students in a Year 8 gymnastics lesson made rapid progress in skills because of the pace that the teacher set by her interventions in the work of individuals and groups, evaluating their skills and setting new targets for them to move forward. Year 9 students working on news articles made rapid progress in completing first drafts of their newspapers in response to pressure from the teacher.
10. Teachers make good use of questions to challenge students to think and to test their understanding. Students in a Year 10 science lesson were attentive and developed their thinking at a good rate in response to the teacher's well directed and challenging questions. In a Year 7 drama lesson, the teacher made very good use of questions to help students to establish the best techniques to use in their improvisation. As a result, students made very good progress in translating their ideas into drama and were delighted with their results.
11. Students learn at a good rate at Granville. They make good progress in the acquisition of skills because of the clear explanations of technique and skilled demonstrations given by teachers. In a Year 11 art lesson, students quickly learned the skills needed to apply acrylic paint effectively, following a clear exposition of the technique given by the teacher. In design and technology, Year 10 students were able to measure and mark more accurately following a very clear demonstration by the teacher.

12. Students believe that they can meet the expectations of their teachers. Students in a Year 11 mathematics lesson showed good perseverance with work on estimation in order to complete the tasks set by the teacher. In a Year 11 French lesson, lower attaining students were concerned to do well and concentrated on the set tasks throughout the lesson. Students' commitment to succeed with their learning is a strong factor in helping them reach good standards.
13. For many students, their understanding of what they have learned and what they need to do to improve is another feature which helps them achieve high standards. In drama and physical education, students are given the opportunity to evaluate their own and others' work and to set new targets. Self-assessment was helped in a few lessons, notably in English and geography, by a clear summing up at the end but, overall, too little time was given to this as a means of helping students to improve.

**Very good relationships and opportunities for personal development give students an excellent base from which to develop mature and independent attitudes.**

14. The students at Granville are enthusiastic about their school and value the educational and social opportunities it provides. In lessons, they show an eagerness to learn and come prepared with homework. They listen well in lessons and show an ability to concentrate and work in silence for lengthy periods if required. They answer teachers' questions clearly and confidently, showing that they are interested in the work they do. In a Year 11 art lesson, students recalled skills they had learned further down the school and were able to draw comparisons during a demonstration of painting technique by the teacher.
15. Relationships throughout the school are very good. Those between students and teachers make a significant contribution to the academic progress and personal development students make. Students show high levels of maturity and co-operation and are able to work together very effectively without being supervised. In a Year 8 music lesson, a group of girls practised a piece away from the class before returning to give the class a performance of what they had learned together. Students value each other's efforts and are not slow to show appreciation; on this occasion they were happy to applaud the efforts of their peers. In discussion, older students displayed a mature understanding of how the school has helped them develop beyond the classroom. They acknowledged the dedication of teachers who committed considerable time to out-of-school activities and were clearly proud of their association with the work that the school does in the community.
16. The high quality of relationships in the school supports the good behaviour found in and out of lessons. Students show respect for each other and for adults in the school. They are particularly welcoming to visitors and have a pleasing confidence that comes from knowing what the school expects of them. The majority of students at Granville are very loyal to the school and keen to uphold what it stands for. They show high levels of commitment to the school and participation in extra-curricular activities is good. During the inspection, the school was in its final week of rehearsals for the annual pantomime, which involved students from all year groups, amounting to about one eighth of the school's population. The sense of community generated by such activities is a hallmark of the school.
17. The school's improving performance in GCSE examinations owes much to the individual support that teachers have given to students. Teachers show a willingness to help and advise students in order that they will succeed. The school has built a culture where ambition and success are celebrated. Teachers give freely of their time to act as mentors to students who are having difficulties or who are setting themselves ambitious targets. Every year the art department enables groups of students to complete the GCSE art course by running lunchtime classes. Parents' views that the school expects students to work hard and achieve their best is a reflection of the dedication of teachers who have created a climate where success is attainable for all.

**The school makes very good provision for students' spiritual, moral, social and cultural development.**

18. The school has improved the quality of provision found at the last inspection. The very good quality provision is a strength of the school which adds much to the development of students. Teachers' good provision for the spiritual development of students is seen frequently in lessons. Students are given opportunities to reflect on their own responses to the human dilemmas they encounter in their study of literature. Year 11 English students gained very good insights from discussion of the problems faced by two young people from very different cultures. The teacher's sensitive handling of the discussion allowed the students to imagine the feelings of others, while considering what their own response might be. Very good moral development is fostered through the clear and sensible rules which guide students' behaviour. The value which the school places on the individual is seen in all of its policies and practices. Students are treated with respect by all teachers and this is reflected in the students' approach to people and property. The school's orderly community and the absence of graffiti and damage are testimony to the strong sense of justice and fairness that the students develop.
19. The provision for the students' social development is another strength of the school which enhances students' self-esteem and promotes their confidence. The opportunities to work on collaborative projects has increased since the last inspection and now students work together on many occasions in and out of the classroom. Drama, physical education, music and English lessons all provide examples of planned interaction and learning together. In these lessons, students develop the skills of negotiation and compromise. They learn to evaluate and applaud each other's work and to make constructive comments to help each other improve. The school takes care to plan a range of out-of-school activities, which enhances the cultural life of the students. Visits to theatres, art galleries and museums, fieldwork and residential visits all contribute to the learning of students and broaden their horizons beyond the school. Within the school, high quality art-work is displayed everywhere to celebrate students' achievements and enhance the look of corridors and classrooms. Annual school productions of music, dance and drama provide students with a huge range of opportunities to be involved in the creation of productions, which justifiably gives them an enormous sense of pride.

**Students with special educational needs make good progress, especially in developing their literacy skills.**

20. The school makes good provision for students who enter with low reading ability. Screening and testing of students takes place before they arrive at the school and carefully planned timetables mean that those who need additional help with reading are given this with minimum impact on their learning in other subjects. The teaching of reading is very good. The special educational needs co-ordinator (SENCO) has established a well structured programme, which is rigorously taught. Relationships between students and teachers are excellent and do much to promote the very good progress that students make. Students who arrive at the school with reading skills too low to allow them to read independently are normally re-integrated with their class at the end of Year 7.
21. The SENCO and the special needs team work closely with departments, giving guidance and in-class support to help teachers and students succeed together. The benefits of this well-organised, supportive partnership are seen in the very good results achieved by students with special educational needs who are part of the 95 per cent of pupils who achieve five or more passes in GCSE examinations.
22. A further strength of the special needs department lies in its willingness to tackle new initiatives. In the current academic year, the department has been involved in the Family Literacy Initiative. As part of the thrust to improve reading standards in the school parents were invited to join their children for a morning learning together. Sensitive teaching and management of children and parents, combined with interesting and purposeful activities for both, have led to very good progress in skill development and confidence for both groups.

Through this initiative the school has strengthened its already strong links with parents as partners in learning.

**The school is very good at identifying priorities for development and then devising systems to tackle them.**

23. The headteacher and senior management team have a very thorough knowledge of the school and its performance relative to similar schools and to other schools in the area. They are ambitious for the school to do its best by all students. These ambitions are shared by all teachers, who follow the leadership of the headteacher in seeking continuous improvement.
24. After the last inspection, the school was quick to develop a system of mentoring for students who appeared to be underachieving. When this proved successful, teachers were keen to develop it further to benefit more students, with the result that all Year 11 students now have a mentor to support them up to their final examinations. This has been successful in helping the majority of students to improve their grades and especially in increasing the numbers who achieve grade C.
25. The School Development Plan sets out appropriate and manageable targets and keeps under review those aspects of the school's work which provide feedback about the health of the school, such as behaviour and staying on rates post-16. In the current year, the school has continued to refine its systems for raising standards. The assessment policy has been reviewed to give greater involvement and accountability to departments. All departments are now expected to use the information from assessments, both Teacher Assessment and tests, to set targets for their classes and individual students. Despite this being a recent initiative, there is evidence in departments and from discussions with students that this is beginning to have an impact. In English and modern languages, students in Year 11 were aware of what grades they were aiming for and many had a good understanding of what they needed to do to reach a higher grade.

**There is a very strong sense of community in the school; the supportive ethos makes a very positive contribution to the standards students achieve.**

26. One of the reasons why the students make good progress is that they feel secure and valued in the school. Form tutors and heads of year have good systems for monitoring students' welfare and they have formed good relationships with parents. In discussion, students were confident that they were well known by their tutors and that they could turn to them for advice on most topics. They welcomed the opportunities in the school to contribute to the community as prefects, 'Buddies' and reading mentors. Younger students were proud of their recent efforts in the school's annual sponsored walk to raise funds for school equipment.
27. Teachers give generously of their time to ensure that students have every opportunity for support with their studies. Lunchtime and after-school homework clubs help students develop the routines of doing homework and give assistance when students encounter difficulties with a subject. Year 11 students have extra classes after school in a number of subjects to help them prepare for examinations. The blend of in and of out of class provision for learning creates a strong feeling of a community dedicated to learning.

## **WHAT COULD BE IMPROVED**

### **Teaching and learning styles could be developed even further.**

28. The quality of teaching has improved since the last inspection. Since then the headteacher and senior management team have begun monitoring the quality of teaching and they have a good understanding of the school's strengths and weaknesses. There has also been some observation of teaching within some departments to discover and share good practice. What is lacking at present is a planned programme of regular observations across all subjects to discover common strengths which can be shared and areas where improvement is needed. The pressure on the headteacher and deputy to concentrate on long term planning means that the role of all teachers in the monitoring of teaching needs to be developed.
29. At present, too few departments are planning learning activities which involve students in learning from each other through working collaboratively. Where this is happening, in lessons in English, physical education and drama, for example, students learn at a noticeably faster rate and their retention of what they have learned is very secure. The direct involvement of students in evaluating their own progress is another valuable aspect of learning that is being practised by some, but not all, departments. Finally, in some subjects, the absence of talk as a vehicle for learning has a detrimental impact on what students could achieve. With greater focus on speaking and listening, the modern languages department could improve the oral and aural fluency of students and help them become independent speakers of the foreign language they study.

### **Although assessment procedures are good, their use could be extended to involve students in tracking and evaluating their progress and setting future targets.**

30. The school is making very good use of assessment and performance data on students to set targets for departments and year groups. The deputy headteacher has devised a very thorough system for tracking students' progress year by year from when they enter the school up to the time of their GCSE examinations. He combines Teacher Assessment with standardised testing to predict grades for all students and these are then used to monitor students' progress and assist mentors in supporting students.
31. Although the involvement of teachers in this process is developing well, there is at present no planned involvement of students in evaluating their learning. This is a relative weakness in the system, since, where students are involved in setting their own targets within lessons, there is evidence of this having a motivating effect which leads to a faster rate of learning and an awareness of what they need to do to improve. In the light of the school's good progress with assessment procedures, it would do well to develop their use further, so that students can help plan what they need to learn next.

### **The school needs to act upon those health and safety issues which emerge from the forthcoming whole-school risk assessment.**

32. The school has a good set of procedures for managing health and safety issues. Science and art rooms, the design and technology workshops and the school gymnasium all have good work practices to ensure the health and safety of teachers and students. However, there are some areas requiring attention around the school and the senior teacher responsible for risk assessment and the governors have planned to undertake this at the end of the spring term.
33. Notable among the areas for improvement are the condition of external steps and the staircase fire-escape from the library. There are also some out-of-date heaters which require attention, as well as some small sections of electrical wiring which, though no longer used, should be removed in the interests of health and safety.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**



34. In order to raise standards further, the headteacher, staff and governors of Granville Community School should :
- continue to develop the quality and range of teaching styles by increasing the monitoring of subjects to discover and share the best practice for the benefit of all students (paragraphs 28, 29);
  - extend the use of assessment to involve the students in tracking and evaluating their own progress and in setting learning targets (paragraphs 30, 31);
  - improve those areas of the school which are found deficient when the forthcoming risk assessment is carried out, paying particular attention to external steps, the fire escape from the library, out-of-date heaters and electrical wiring, where this is subject to water damage through leaks (paragraphs 32, 33).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 29 |
| Number of discussions with staff, governors, other adults and students | 15 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 4         | 23        | 35   | 32           | 6              | 0    | 0         |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's students

| Students on the school's roll                               | Y7 – Y11 | Sixth form |
|---|----------|------------|
| Number of students on the school's roll                     | 597      | N/a        |
| Number of full-time students eligible for free school meals | 87       | N/a        |

| Special educational needs   | Y7 – Y11 | Sixth form |
|---|----------|------------|
| Number of students with statements of special educational needs       | 26       | N/a        |
| Number of students on the school's special educational needs register | 82       | N/a        |

| English as an additional language                         | No of students |
|---|----------------|
| Number of students with English as an additional language | 1              |

| Pupil mobility in the last school year   | No of students |
|--|----------------|
| Students who joined the school other than at the usual time of first admission | 24             |
| Students who left the school other than at the usual time of leaving           | 22             |

### Attendance

| Authorised absence        | %   |
|---------------------------|-----|
| School data               | 9.3 |
| National comparative data | 7.9 |

| Unauthorised absence      | %   |
|---------------------------|-----|
| School data               | 0.4 |
| National comparative data | 1.4 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 3

| Number of registered students in final year of Key Stage 3 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 1999 | 62   | 47    | 109   |

| National Curriculum Test/Task Results         |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of students at NC level 5 and above   | Boys     | 35 (38) | 38 (38)     | 42 (40) |
|   | Girls    | 29 (45) | 25 (35)     | 24 (37) |
|   | Total    | 64 (83) | 63 (73)     | 66 (77) |
| Percentage of students at NC level 5 or above | School   | 59      | 58          | 61      |
|   | National | 63      | 62          | 55      |
| Percentage of students at NC level 6 or above | School   | 27      | 37          | 32      |
|   | National | 28      | 38          | 23      |

| Teachers' Assessments                         |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of students at NC level 5 and above   | Boys     | 38 (40) | 34 (31)     | 42 (42) |
|   | Girls    | 33 (43) | 16 (27)     | 26 (40) |
|   | Total    | 71 (83) | 50 (58)     | 68 (82) |
| Percentage of students at NC level 5 or above | School   | 65      | 46          | 62      |
|   | National | 64      | 64          | 60      |
| Percentage of students at NC level 6 or above | School   | 32      | 27          | 28      |
|   | National | 31      | 37          | 28      |

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 4

| Number of 15 year olds on roll in January of the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 1999 | 58   | 57    | 115   |

| GCSE results  |          | 5 or more grades A* to C | 5 or more grades A*-G | 1 or more grades A*-G |
|---|----------|--------------------------|-----------------------|-----------------------|
| Numbers of students achieving the standard specified    | Boys     | 21 (20)                  | 54 (39)               | 58 (42)               |
|   | Girls    | 32 (22)                  | 55 (42)               | 56 (45)               |
|   | Total    | 53 (42)                  | 109 (81)              | 114 (87)              |
| Percentage of students achieving the standard specified | School   | 46 (47)                  | 95 (91)               | 99 (98)               |
|   | National | 46.3 (44)                | 90.7 (89)             | 95.7 (89)             |

Percentages in brackets refer to the year before the latest reporting year.

| GCSE results                  |          | GCSE point score |
|-------------------------------|----------|------------------|
| Average point score per pupil | School   | 38.4             |
|                               | National | 37.8             |

Figures in brackets refer to the year before the latest reporting year.

### **Ethnic background of students**

|                                 | No of students |
|---------------------------------|----------------|
| Black – Caribbean heritage      | 0              |
| Black – African heritage        | 0              |
| Black – other                   | 0              |
| Indian                          | 0              |
| Pakistani                       | 0              |
| Bangladeshi                     | 0              |
| Chinese                         | 1              |
| White                           | 595            |
| Any other minority ethnic group | 1              |

### **Exclusions in the last school year**

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 27           | 1         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions, which may be different from the number of students excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y7 – Y11**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 36   |
| Number of students per qualified teacher | 16.7 |

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y11**

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 80 |

#### **Deployment of teachers: Y7 – Y11**

|   |      |
|---|------|
| Percentage of time teachers spend in contact with classes | 77.4 |
|---|------|

#### **Average teaching group size: Y7 – Y11**

|             |      |
|-------------|------|
| Key Stage 2 | N/a  |
| Key Stage 3 | 22.8 |
| Key Stage 4 | 19.4 |

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 1999–2000 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 1481335 |
| Total expenditure                          | 1496674 |
| Expenditure per pupil                      | 2507    |
| Balance brought forward from previous year | 36847   |
| Balance carried forward to next year       | 21508   |

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 597 |
| Number of questionnaires returned | 84  |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 31             | 54            | 11               | 1                 | 4          |
| My child is making good progress in school.  | 44             | 50            | 4                | 0                 | 2          |
| Behaviour in the school is good.   | 17             | 65            | 7                | 6                 | 5          |
| My child gets the right amount of work to do at home.                              | 24             | 56            | 15               | 1                 | 4          |
| The teaching is good.  | 20             | 58            | 12               | 2                 | 7          |
| I am kept well informed about how my child is getting on.                          | 21             | 48            | 21               | 8                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 44             | 42            | 10               | 0                 | 5          |
| The school expects my child to work hard and achieve his or her best.              | 54             | 43            | 1                | 1                 | 1          |
| The school works closely with parents.   | 19             | 48            | 18               | 5                 | 11         |
| The school is well led and managed.  | 29             | 58            | 6                | 2                 | 5          |
| The school is helping my child become mature and responsible.                      | 30             | 57            | 8                | 4                 | 1          |
| The school provides an interesting range of activities outside lessons.            | 23             | 51            | 15               | 5                 | 6          |