



# Granville Community School

## Inspection Report

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**Unique Reference Number** 112940  
**Local Authority** DERBYSHIRE  
**Inspection number** 294556  
**Inspection dates** 27–28 November 2006  
**Reporting inspector** Raymond Jardine

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

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<b>Type of school</b>	Comprehensive	<b>School address</b>	Burton Road
<b>School category</b>	Community		Woodville, Swadlincote
<b>Age range of pupils</b>	11–16		Derbyshire DE11 7JR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01283 216765
<b>Number on roll (school)</b>	705	<b>Fax number</b>	01283 552934
<b>Appropriate authority</b>	The local authority	<b>Headteacher</b>	Rev Barrie Scott
<b>Date of previous school inspection</b>	19 October 2005		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	27–28 November 2006	294556

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## **Introduction**

The inspection was carried out by four Additional Inspectors.

## **Description of the school**

The school is smaller than the average for secondary schools and serves Woodville and its surrounding areas. Almost all pupils are from White British backgrounds and very few are at an early stage of learning English. Pupils' socio-economic backgrounds vary considerably but overall they are below average. The proportion of pupils with learning difficulties or disabilities is average, although an above average proportion has statements of special educational need. Pupils' attainment on entry to Year 7 is average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Granville Community School provides a satisfactory quality of education and is improving rapidly as a result of good leadership and management. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Pupils enjoy school, behave well and achieve satisfactory academic standards. Parents are very pleased with the school's work, particularly the new headteacher's success in reversing a decline in standards. One parent summed up the views of many: 'The school has improved greatly since Mr Scott became headteacher.' Indeed the leadership of the headteacher and his deputy is excellent and a principal cause of the school's substantial improvement since its last inspection in 2005. It is now well placed to improve further and provides satisfactory value for money.

Standards by Year 9 and Year 11 are much improved since 2005. The 2006 results show a substantial rise in the proportion of pupils gaining five or more good grades at GCSE, which now matches the national average. In Year 9, standards have also improved and are about average, although results were lower in English than in mathematics and science. Improving pupils' achievements in English remains a school priority. In relation to pupils' average standards on entry to the school, their overall progress and achievements are satisfactory and are continuing to improve. On current performance, the school is on course to attain higher standards in 2007. A key reason for these improvements is the rigorous way in which pupils' progress towards their challenging targets is monitored and parents involved in the process. This has led to much higher expectations of academic standards among staff and pupils. The guidance to pupils on what they need to do to achieve their targets and their involvement in assessing their own work are well developed in some subjects, such as mathematics, but are not consistently good across the school. Teaching is satisfactory and very little is now inadequate. Some is good or outstanding, which provides a secure basis for improving teaching further. However, the structure of some lessons limits pupils' opportunities to work independently and make decisions for themselves. The satisfactory curriculum is currently being improved through extending the range of vocational opportunities in partnership with other schools and colleges.

Pupils' personal development has improved and is good. Relationships are very good and pupils respond well. Pupils are developing a good understanding of how to live healthy and safe lives. They are consulted widely about the school's work and make a good contribution to the school and wider community through the many additional activities and events provided.

Leadership and management are good. The very clear direction provided by the senior leadership team is the driving force behind the school's improvement. Much has been done to make the systems for checking the school's performance more rigorous at all levels. Governors are now centrally involved; they are well informed and challenge the school in its priorities. The roles of subject leaders in evaluating the work of their subjects are also much clearer, so that many leaders are now effective. However, these good self-review systems are not yet embedded sufficiently into the school's routine

work, particularly of all middle managers, in order to ensure that standards continue to rise.

### **What the school should do to improve further**

- Raise standards, particularly in English in Years 7 to 9, by ensuring that teaching more consistently enables pupils to be actively involved in their learning.
- Embed the school's systems for monitoring and reviewing performance into its routine work, particularly of middle management, to ensure weaknesses are promptly addressed and the momentum of improvement is sustained.
- Ensure that the guidance pupils receive on their next steps in learning is consistent across all subjects by sharing the very good practice that already exists.

## **Achievement and standards**

### **Grade: 3**

Standards are average compared to those nationally in Year 9 and Year 11 and in most respects have improved substantially since the last inspection. In 2006, the proportion of pupils attaining five or more GCSE grades was above average. The proportion gaining Grade C or better also rose considerably compared to the previous year and was close to the national average, as was the figure when English and mathematics are included. Taking account of these pupils' attainment on entry to Year 7, their progress and achievements were satisfactory and the school met its targets for GCSE. At Key Stage 3 in 2006, standards also improved overall to be average. In both mathematics and science they improved substantially as a result of better teaching. Pupils made at least satisfactory progress in these subjects. English standards continued to lag behind as they had in 2005 and progress from Years 7 to 9 remained too slow. The school met its 2006 targets for Year 9 except that for English.

The improvement in standards and achievement seen in 2006 is being sustained as a result of the school's more rigorous approach to monitoring and reviewing pupils' progress. In English, where the need to raise standards is most urgent, there are also encouraging signs of improvement. The school's targets for 2007 are higher and pupils are currently on track to achieve them; many are progressing well. Pupils with learning difficulties and disabilities are supported effectively and make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, has improved since the last inspection and is now good. Pupils enjoy being at school. Their attitudes to learning have vastly improved over the last year because the ethos in the school and the expectations of teachers has so radically changed. This is reflected in improved attendance, which is now average. Because most pupils respond positively to the higher expectations that now permeate the school, behaviour is good. This is one of the most significant areas of improvement

and when asked why, one pupil said, 'There is now much more respect. We respect the teachers and the teachers respect us.'

Pupils are willing to undertake responsibility. They learn how they can make positive contributions to the school community through, for example, the house and school councils, and by becoming school prefects. Activities such as these enable pupils to gain skills that are the basis of responsible citizenship. They understand how to keep themselves safe as a result of the good care and guidance. Pupils understand the need for a healthy lifestyle and take advantage of the increasingly nutritious meals and varied opportunities for involvement in extra-curricular sport. Pupils are adequately prepared for their next stage of education and for working life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. In the majority of lessons seen, teaching was good. Activities are varied to take account of pupils' different ways of learning and time is used effectively. Teachers' subject expertise is good. They communicate enthusiasm for their subject, and create a positive atmosphere for learning. Pupils themselves commented on how much they appreciated being given the objectives for learning at the beginning of lessons. However, the quality of teaching is not entirely consistent. Often, pupils make less progress than they might because teachers provide too much information or instruction, preventing pupils from developing an independent approach to learning. Pupils express themselves better in speaking than in writing but they are not always given enough time to discuss ideas and organise their thoughts before being expected to write their responses.

Homework is set regularly, although pupils say that it is sometimes not sufficiently challenging. Marking is regular and pupils' work is regularly assessed to provide them with an indication of their standards, but the feedback from marking on how pupils can achieve their next steps is not consistent across the school. Information on homework and targets is communicated to parents, who are increasingly involved in supporting their children's learning.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory curriculum. Classes are organised by ability, meeting the needs of most pupils well, although these arrangements are not always effective for some creative subjects. In Key Stage 3 the curriculum is enhanced by citizenship and drama, and more able pupils take a second foreign language. The move to a two-week timetable has improved the time available for information and communication technology (ICT). Subject choices at Key Stage 4 are arranged in three pathways, offering academic and vocational options. There is a good programme of work-related learning: all pupils in Year 10 have two weeks work experience, and enterprise education

is developing steadily. A small number of pupils benefit from extended work experience. The school is extending the range of vocational courses through growing partnerships with further education colleges and other schools. These vocational choices have mainly affected Year 10 pupils so far. They are work-in-progress and more are planned. Systematic careers advice ensures that pupils are well informed about opportunities for their continuing education.

Significant numbers take part in a broad range of interesting and challenging extra-curricular activities, including trips to places of interest and outdoor pursuit centres. In addition, reflecting the school's bid for specialist sports college status, there is a wide variety of sports activities. Holiday sessions, which provide catch-up opportunities for examination candidates, have a strong social focus and are well attended.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Arrangements for pupils' pastoral care are particularly effective, with a genuine concern for the needs of individuals ensuring that they feel respected and valued. Pupils are clear about the rewards for good work and behaviour and the sanctions they will face if they fall short of the school's high expectations. Pupils are encouraged to have healthy snacks at break times and to respect the staff, each other and the school. Good links with the feeder primary schools ensure pupils' transfer is 'stress-free and easy', as one parent explained. The school makes all the required checks to ensure the safety and protection of pupils. Pupils' academic progress towards their targets is monitored well to identify and act on potential underachievement. Pupils know how well they are doing in their studies and what they are expected to achieve in tests and examinations. The guidance they receive on what they need to do to achieve their targets is good in some subjects but is not consistent across the school. Pupils say that the guidance they receive on choices at Year 10 and beyond sixteen has improved recently and is now good. Pupils who need extra help with their work are given good support so that they achieve their targets; there are clear plans for improving this support even further.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The high quality leadership of the headteacher and his deputy, with strong support from other members of the senior leadership team, is taking the school through a period of significant improvement. The school now has a very clear direction, expectations are higher and there is a determination to raise standards further. Systematic reviews of performance, together with rigorous evaluation procedures, provide an accurate view of the school's effectiveness. These have underpinned the rapid improvement in the school's performance, including improved attendance and behaviour and a significant increase in GCSE examination performance in 2006.

Middle management is much improved, with examples of highly effective management in some areas. The school is aware that in order to sustain the drive for improvement, the school's rigorous evaluation procedures need to be implemented routinely in all areas. Staff feel that they are now more able to contribute to school improvement because they receive firm guidance on their roles and accurate feedback on their performance. This, together with well planned professional development, is having a significant impact on standards.

Governance is much improved and is now good. Governors are capably fulfilling their strategic role in guiding the school's work and providing challenge for further improvement. Financial management is good and resources are managed well. The school makes good use of accommodation that has significant inadequacies.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

29 November 2006

Dear Pupils

Granville Community School, Burton Road, Woodville, Swadlincote, Derbyshire. DE11 7JR

Thank you very much for your warm welcome and your politeness during our recent visit. We spoke with many of you in lessons, around the school and in discussions. Your opinions helped us to confirm what the staff, governors and parents had to say about the school and the quality of education that you receive. We think that your school is much improved because of the very strong leadership that Mr Scott and the senior leadership team is providing. These are the things that we were impressed with:

- You have higher expectations of what you can achieve in tests and examinations. These have already led to considerably higher standards in 2006.
- You are polite and show respect to each other and to your teachers. You behave well and so lessons are productive and enjoyable.
- You are interested and involved in school life and all the additional activities and visits.
- You have a good understanding of how to be healthy and safe, which is helping you make important decisions about your lifestyles.

The staff and governors are united in their commitment to improve the school's work still further. They have introduced some very effective ways of checking how well the school is doing, including how well you are progressing towards your targets so that extra help can be given where it is needed. We have asked Mr Scott and the governors to ensure that these very good systems for monitoring and reviewing the school's performance become routine at every level so that the current improvement continues. We also think that you can achieve even higher standards, particularly in English, if you are more involved in learning for yourselves in lessons. The good guidance that you receive in some subjects on how to achieve your next steps in learning can usefully be extended across the school to help you focus better on what you need to do.

With all good wishes for your future at Granville Community School,

Raymond Jardine

Lead Inspector